

NEBOSH International General Certificate in Occupational Safety and Health
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SHEilds

Element 3: Health & Safety Management Systems 2 - Organising.

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Specific intended learning outcomes.

The intended learning outcomes of this element are that candidates will be able to:

- 3.1 - Outline the health and safety roles and responsibilities of employers, managers, supervisors, workers and other relevant parties;
- 3.2 - Explain the concept of health and safety culture and its significance in the management of health and safety in an organisation
- 3.3 - Outline the human factors which influence behaviour at work in a way that can affect health and safety
- 3.4 - Explain how health and safety behaviour at work can be improved
- 3.5 - Outline the need for emergency procedures and the arrangements for contacting emergency services
- 3.6 - Outline the requirement for, and effective provision of, first aid in the workplace.

Sources of reference:

- Guidelines on Occupational Safety and Health Management Systems (ILO-OSH 2001) ISBN 0-580-37805-5.
- Occupational Health and Safety Assessment Series (OHSAS 18000): Occupational Health and Safety Management Systems (OHSAS 18001:2007 (ISBN 978 0 580 50802 8), OHSAS18002:2008 ISBN: 978 0 580 61674 7).
- Occupational Safety and Health Convention (C155) 2003, ILO <http://www.ilo.org/ilolex/cgi-lex/convde.pl?C155>.
- Occupational Safety and Health Recommendation (R164) ILO 2006, ILO <http://www.ilo.org/ilolex/cgi-lex/convde.pl?R164>.
- First-Aid at Work (ACOP) (L74), HSE Books ISBN 978 0 7176 050 1.
- Reducing Error and Influencing Behaviour (HSG48), HSE Books ISBN 978-0-7176-2452-2.

Recommended tuition time:

Recommended tuition time for this unit is not less than 6 hours.

3.1 Introduction.

This unit is about the health and [safety](#) roles and responsibilities of employers, managers, workers and other relevant parties.

It is about setting out clear lines of [communication](#) and responsibilities within the [organisation](#) and ensuring that staff, contractors and visitors have access to clear information detailing specific individuals and their roles and responsibilities.

This unit will also look at legal responsibilities that exist between people who [control](#) premises and sites and other people who use the sites. Duties of suppliers, manufacturers and designers of substances for use at work will also be covered in this unit.

As you will have discovered from *Module 2*, the organisation's health and [safety policy](#) should set the direction of health and safety within an organisation. An effective organisation is required to set up and monitor the [policy](#)'s requirements.

A vague statement that everyone is responsible for health and safety is inadequate and misleading and avoids the real issues associated with developing a positive health and safety [culture](#).

3.1.1 Organising.

R164 Occupational Safety and Health Recommendation, 1981, section IV subsection 10(d).

The obligations placed upon employers with a view to achieving the objective of the Convention might include, as appropriate for different branches of economic activity and different types of work, **the following:**

"To institute organisational arrangements regarding occupational safety and health and the working [environment](#) adapted to the size of the undertaking and the nature of its activities"

Within [Regulation 5](#) of the **Management of Health and Safety at Work Regulations 1999**, it say:

"Every employer shall make and give effect to such arrangements as are appropriate, having regard to the nature of his activities and the size of his undertaking for the effective planning, organisation, control monitoring and [review](#) of the preventive and protective measures."

Question 1.

Please select the missing words, in order, for the sentence below.

Every employer shall make and give effect to such _____ as are appropriate, having regard to the _____ of his _____ and the size of his _____ for the effective _____, organisation, control, monitoring and review of the _____ and protective measures. (Regulation 5 of the Management of the Health and Safety at Work Regulations 1999).

Matching (HP)First answer should jump to the "Correct" Page

Correct response:	arrangements nature activities undertaking planning preventative and protective measures
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Wrong response:	Every employer shall make and give effect to such
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Answer 1:	Every employer shall make and give effect to such
Matches with answer 1:	arrangements
Correct answer score:	0
Correct answer jump:	Next page
Answer 2:	as are appropriate, having regard to the
Matches with answer 2:	nature
Wrong answer score:	0
Wrong answer jump:	This page
Answer 3:	of his
Matches with answer 3:	activities
Answer 4:	and the size of his
Matches with answer 4:	undertaking
Answer 5:	for the effective
Matches with answer 5:	planning
Answer 6:	and review of the
Matches with answer 6:	preventative and protective measures.

3.1.2 Control.

Health and Safety management is like most management functions and requires control and managing on a day-to-day basis to be effective.

Management at a senior level must be proactive in taking responsibility and controlling issues which impact on a healthy and safe working environment. They need to be alert to anything which could lead to ill-health, accidents, [injury](#) or [loss](#).

It is necessary for a nominated senior manager, usually a director or member of an executive committee to have responsibility for policy implementation and monitoring. The nominated person will be expected to report back to the senior management team, committee or board on a regular basis.

It is essential that the [appointed person](#) has the relevant expertise, knowledge and enthusiasm to carry out this responsible position and that sufficient staff resource is allocated to assist the manager in carrying out these duties. It is vitally important that staff involved have the expertise and [competence](#) to undertake duties required of them.

Control arrangements for health and safety should be incorporated into the written health and safety policy and reviewed to ensure they remain effective.

Agreed targets and objectives (for example, annual audits and weekly inspections) should be stated and people should be held accountable for achieving the objectives through normal or existing procedures such as:

- Job descriptions which include specific responsibilities for health and safety.
- Appraisal systems to look at individual contributions.
- Organisational arrangements for dealing with poor performance and the use of disciplinary procedures where necessary.

In addition to the legal responsibilities on management, there are many specific responsibilities imposed by each individual organisation's policy on health and safety. In particular, responsibilities which fall to the Director of a company are wide-ranging and it is essential that the board ensures that these responsibilities are effectively carried out.

The Chairman of the [Health and Safety Commission](#) (as was) said at the launch of the guidance on Directors' responsibilities:

"Health and safety is a board-room issue. Good health and safety reflects strong [leadership](#) from the top and that is what we want to see. The company whose chairperson or chief executive is the champion of health and safety sends the kind of message which delivers good performance on the ground".

"Those who are at the top have a key [role](#) to play, which is why boards are being asked to nominate one of their members to be a health and safety director. But appointing a health and safety director or department does not absolve the Board from its collective responsibility to lead and oversee health and safety management."

Specific Guidance issued by [HSC](#) (as was) published in 2001 gives more detail for directors and the board.

3.1.3 Employers' Responsibilities.

The general duties of employers under the C155 Occupational Safety and Health Convention, 1981, Article 16 are:-

1. Employers shall be required to ensure that, so far as is [reasonably practicable](#), the workplaces, machinery, equipment and processes under their control are safe and without risk to health.
2. Employers shall be required to ensure that, so far as is reasonably [practicable](#), the chemical, physical and biological substances and agents under their control are without risk to health when the appropriate measures of protection are taken.
3. Employers shall be required to provide, where necessary, adequate protective clothing and protective equipment to prevent, so far as is reasonably practicable, risk of accidents or adverse effects on health.

Article 17 states that whenever two or more undertakings engage in activities simultaneously at one workplace, they shall collaborate in applying the requirements of this Convention.

Article 18 states that employers shall be required to provide, where necessary, for measures to deal with emergencies and accidents, including adequate first-aid arrangements.

This requirements includes employees and other workers.

'Other Workers' is basically anyone working under their control or direction and includes:

- Part-time;

- Casual;
- Temporary;
- Homeworkers;
- Work experience trainees;
- Government [training](#) schemes;
- Contractors.

There is also the requirement to ensure the health and safety of anyone visiting the workplace, anyone who is allowed to use equipment owned by the organisation and anyone affected by a work activity, such as the general public or neighbours.

The Occupational Safety and Health Recommendation R164 in relation to employers obligations states:

IV. Action at the Level of the Undertaking.

10. The obligations placed upon employers with a view to achieving the objective set forth in Article 16 of the Convention might include, as appropriate for different branches of economic activity and different types of work, the following:

- (a) To provide and maintain workplaces, machinery and equipment, and use work methods, which are as safe and without risk to health as is reasonably practicable;
- (b) To give necessary instructions and training, taking account of the functions and capacities of different categories of workers;
- (c) To provide adequate supervision of work, of work practices and of application and use of occupational safety and health measures;
- (d) To institute organisational arrangements regarding occupational safety and health and the working environment adapted to the size of the undertaking and the nature of its activities;
- (e) To provide, without any cost to the worker, adequate personal protective clothing and equipment which are reasonably necessary when hazards cannot be otherwise prevented or controlled;
- (f) To ensure that work organisation, particularly with respect to hours of work and rest breaks, does not adversely affect occupational safety and health;
- (g) To take all reasonably practicable measures with a view to eliminating excessive physical and mental fatigue;
- (h) To undertake studies and research or otherwise keep abreast of the scientific and technical knowledge necessary to comply with the foregoing clauses.

11. Whenever two or more undertakings engage in activities simultaneously at one workplace, they should collaborate in applying the provisions regarding occupational safety and health and the working environment, without prejudice to the responsibility of each undertaking for the health and safety of its employees. In appropriate cases, the competent [authority](#) or authorities should prescribe general procedures for this collaboration.

With regards employer responsibility and accountability, The International Labour Office (ILO) Guidelines on Occupational Safety and Health Management Systems (ILO-OSH 2001) states:

3.3. Responsibility and accountability.

3.3.1. The employer should have overall responsibility for the protection of workers' safety and health, and provide leadership for OSH activities in the organization.

3.1.4 Organisational roles of directors and senior managers.

The main responsibility for ensuring the health and safety of workers and for reducing risks to

others affected by work activities (including members of the public) rests on employers. This duty is contained in **sections 2 and 3** of the **U.K's Health and Safety at Work etc Act 1974**. Directors/senior managers are accountable for ensuring that health and safety is established within the organisation and need to prepare, and communicate to workers a written statement of the organisation's health and safety policy and the arrangements in place to put it into effect.

Under U.K. legislation where a 'body corporate' commits a health and safety offence, and the offence was committed with the consent or connivance of, or was attributable to any neglect on the part of, any director, manager, secretary or other similar officer of the body corporate, then that person (as well as the body corporate) is liable to be proceeded against and punished (**section 37, Health and Safety at Work etc Act 1974**).

The Malaysian Occupational Safety and Health Act 1994 includes a similar Section.

Offences committed by body corporate.

- 52. (1) Where a body corporate contravenes any provision of this Act or any regulation made thereunder, every person who at the time of the commission of the offence is a director, manager, secretary or other like officer of the body corporate shall be deemed to have contravened the provision and may be charged jointly in the same proceedings with the body corporate or severally, and every such director, manager, secretary or other like officer of the body corporate shall be deemed to be guilty of the offence.
- 52. (2) A person may be proceeded against and convicted under the provision of sub-section (1) whether or not the corporation has been proceeded against or has been convicted under that provision.

3.1.5 Resources for a health and safety management system.

Management will need to allocate a budget to cover the resources to establish, implement and maintain a [safety management system](#).

Resources include:

- **Time** – can sufficient time be allocated to health and safety.
- **Finance** – are funds available for investment in new premises, plant and equipment, processes, technology, training and recruitment of staff.
- **Human resources** - the organisation may need to spend time and money on recruitment, selection, placement, transfer, training and development of [learning](#).
- **Information** - the use of information technology within the organisation.

3.1.6 Employees Responsibilities.

Under C155 Occupational Safety and Health Convention, 1981, Article 19, an employee has the following duties:

- (a) workers, in the course of performing their work, co-operate in the fulfilment by their employer of the obligations placed upon him;
- (b) representatives of workers in the undertaking co-operate with the employer in the field of occupational safety and health;
- (c) representatives of workers in an undertaking are given adequate information on measures taken by the employer to secure occupational safety and health and may consult their representative organisations about such information, provided they do not disclose commercial secrets;

- (d) workers and their representatives in the undertaking are given appropriate training in occupational safety and health;
- (e) workers or their representatives and, as the case may be, their representative organisations in an undertaking, in accordance with national law and practice, are enabled to enquire into, and are consulted by the employer on, all aspects of occupational safety and health associated with their work; for this purpose, technical advisers may - by mutual agreement - be brought in from outside the undertaking;
- (f) a worker reports forthwith to his immediate supervisor any situation which he has reasonable justification to believe presents an imminent and serious danger to his life or health; until the employer has taken remedial action, if necessary, the employer cannot require workers to return to a work situation where there is continuing imminent and serious danger to life or health.

3.1.7 The Responsibilities of the Self-Employed.

The Responsibilities of the Self-Employed.

Duties placed on the self-employed are somewhat limited.

Self-employed personnel are:

- Responsible for their own health and safety;
- Responsible to ensure that others who may be affected are not exposed to risks to their health and safety.

These responsibilities are further extended by the Management of Health and Safety at Work Regulations 1999, which require self-employed personnel to:

- carry out risk assessments;
- cooperate with other people who work on the premises and, where necessary, in the appointment of a health and safety co-ordinator;
- provide comprehensive information to other people's employees working in their undertaking.

3.1.8 Safety Practitioners/Advisors - The Competent Person.

In order for senior managers to carry out their health and safety responsibilities, it is usual in larger organisations to have appointed persons employed as Safety Practitioners to assist management in carrying out their duties.

However, the responsibility remains with the manager and cannot be delegated to a safety advisor or to anyone outside the organisation.

It is essential that the appointed persons selected to undertake such duties are **competent**. This is a word you will come across a great deal in the health and safety environment.

What do we mean by **competent**?

There are many other words associated with competency, such as:

- knowledgeable;
- experienced;
- capable;

- skilled;
- proficient;
- able;
- proficient;
- expert.

Establishing competence can be achieved via:

- recruitment;
- selection and placement;
- training;
- provision of adequate health and safety advice (**Regulation 7** of the *Management of Health and Safety at Work Regulations 1990*).

Depending on the work environment and organisational structure, the appointed person could be:

- an employer;
- employee one or more;
- someone outside the organisation.

All of the above must fulfil the criteria to be considered competent, and have sufficient time and resources to carry out their duties.

Question 2.

Please select the three correct missing words from the list below:

There are many other words associated with competency, such as:

- _____
- Capable
- _____
- Skilled
- _____
- Experienced

Multiple Choice (HP) - Multianswer

Answer 1:	Knowledgeable
Response 1:	
Jump 1:	Next page
Answer 2:	Proficient
Response 2:	
Jump 2:	Next page
Answer 3:	Expert
Response 3:	
Jump 3:	Next page
Answer 4:	Irradiated
Response 4:	

Jump 4:	This page
Answer 5:	Confused
Response 5:	
Jump 5:	This page
Answer 6:	Elegant
Response 6:	
Jump 6:	This page

Question 3.

Health & Safety management requires daily control and managing to be effective.

True/False (HP)

Answer 1:	True
Response 1:	
Jump 1:	Next page
Answer 2:	False
Response 2:	
Jump 2:	This page

Question 4.

Employers general duties relate to.....

Multiple Choice (HP)

Answer 1:	Contractors
Response 1:	
Jump 1:	This page
Answer 2:	Temporary staff
Response 2:	
Jump 2:	This page
Answer 3:	Employees
Response 3:	
Jump 3:	This page
Answer 4:	All of the above
Response 4:	
Jump 4:	Next page

3.1.9 Personal Requirements of a Competent Person.

As already mentioned, status and - in particular - competence are essential to the role of a health and safety advisor. They need to be able to communicate with the various tiers within an organisation, from the Director to employees and outside authorities such as the [HSE](#).

To undertake their duties properly, they will need to have formal health and safety training, experience and be suitably qualified.

For a small organisation such as an office or retail outlet where hazards are generally low risk, it may be sufficient for the safety advisor to be trained to [NEBOSH](#) General Certificate/NEBOSH International Certificate [standard](#). However, for larger organisations and those operating in a higher risk environment, it would be preferable for the [competent person](#) to hold a [NEBOSH Diploma](#)/International Diploma, relevant degree or equivalent qualification.

Some of the duties of the Safety Advisor will include:

- Advising and reviewing health and safety policies.
- Day-to-day implementation and monitoring of policy and plans.
- Promoting and maintaining a positive health and safety culture.
- Health and safety planning, including goal setting and establishing adequate systems and performance standards.
- Performance reviews and auditing the whole health and safety management [system](#).
- Undertake Risk Assessments.
- Provide information and training to management and staff.

An employer may decide to seek professional help from outside the organisation as they feel they do not have the expertise, time or resources internally.

Professional organisations offer a variety of services from one-off consultancy and support in writing a health and safety policy to annual inspections, risk assessments, control measures and [performance monitoring](#).

Specialist expertise may be sought, particularly for high risk industries such as chemical plants where occupational hygienists will give practical advice on exposure to chemicals.

Occupational health professionals offer medical examinations and identification of work-related diseases, health [education](#) and sickness advice.

3.1.10 Consultation with Employees.

Specific provisions requiring employers to consult with employees on matters of health and safety are contained within legislation but two main pieces of international legislation are:

- Occupational Safety and Health Convention (C155) ILO.
- Occupational Safety and Health Recommendation (R164) ILO.

3.1.11 Appointment of Safety Representatives.

These are to be appointed by recognised trade unions, normally to represent specific groups of union members. They should have been employed by that company for two years or have had two years experience in that type of industry.

They will cease to be a [Safety Representative](#) when:

- The Trade Union informs the employer;
- They cease to be an employee;
- They resign the post of Safety Representative.

In some circumstances, the Trade Union Safety Representative need not be an employee of the company. Examples include roving safety representatives in the agricultural industry.

Function of Safety Representatives.

Note that these are **FUNCTIONS** and not **DUTIES**.

To investigate:

- Potential hazards;
- Employees' complaints;
- All dangerous occurrences and accidents.

To inspect the workplace:

- At a minimum, every 3 months;
- After accidents, dangerous occurrences and diseases which are notifiable to the enforcing authority;
- After substantial changes in conditions of work;
- After new information is published, relevant to hazards in the workplace;
- After any remedial action has taken place (re-[inspection](#)).

To talk to and consult:

- With employees;
- With employers on particular health and safety problems as well as general matters affecting health, safety and welfare at work;
- With employer prior to certain decisions;
- With the enforcing authorities.

To get information:

- From the employer, including information on accidents, risks, technical information from suppliers and manufacturers, consultants' reports;
- From the enforcing authorities, including copies of any Notices issued.

To get reasonable assistance from the employer.

To give adequate and sufficient notice of intent to carry out inspections, etc.

Not to abuse any facilities and assistance which have been provided by the employer, e.g. for carrying out investigations and inspections access to telephones, typing, duplicating equipment, notice boards, office for meetings and storage of files, etc.

Paid time off to carry out duties and to attend training courses.

An employer shall permit a safety representative to take such time off with pay during the employees working hours as shall be necessary for the purpose of:

- (a) Performing his functions above;
- (b) Undergo such training.

3.1.12 Employers Duty to Consult and Provide Facilities and Assistance.

C155 Occupational Safety and Health Convention, 1981, Article 19.

There shall be arrangements at the level of the undertaking under which

- (e) workers or their representatives and, as the case may be, their representative organisations in an undertaking, in accordance with national law and practice, are enabled to enquire into, and are consulted by the employer on, all aspects of occupational safety and health associated with their work.

R164 Occupational Safety and Health Recommendation, 1981 Section 12.

- (1) The measures taken to facilitate the [co-operation](#) should include, where appropriate and necessary, the appointment, in accordance with national practice, of workers' safety delegates, of workers' safety and health committees, and/or of joint safety and health committees; in joint safety and health committees, workers should have at least equal representation with employers' representatives.
- **(2) Workers' safety delegates, workers' safety and health committees, and joint safety and health committees or, as appropriate, other workers' representatives should:**
 - (a) Be given adequate information on safety and health matters, enabled to examine factors affecting safety and health and encouraged to propose measures on the subject;
 - (b) Be consulted when major new safety and health measures are envisaged and before they are carried out, and seek to obtain the support of the workers for such measures;
 - (c) Be consulted in planning alterations of work processes, work content or organisation of work, which may have safety or health implications for the workers;
 - (d) Be given protection from [dismissal](#) and other measures prejudicial to them while exercising their functions in the field of occupational safety and health as workers' representatives or as members of safety and health committees;
 - (e) Be able to contribute to the [decision](#)-making process at the level of the undertaking regarding matters of safety and health;
 - (f) Have access to all parts of the workplace and be able to communicate with the workers on safety and health matters during working hours at the workplace;
 - (g) Be free to contact labour inspectors;
 - (h) Be able to contribute to negotiations in the undertaking on occupational safety and health matters;
 - (i) Have reasonable time during paid working hours to exercise their safety and health functions and to receive training related to these functions;
 - (j) Have recourse to specialists to advise on particular safety and health problems.

As a general rule, every employer shall consult safety representatives in good time with regard to:

- The introduction of any measures at work which may substantially affect the health and safety of the employees which the safety representatives concerned represent;
- His arrangements for appointing/nominating competent persons in accordance with legislation;
- Any health and safety information he is required to provide to the employees by or under the relevant legislation provisions;
- The planning and organisation of any health and safety training the employer is required to provide;
- The health and safety consequences of introducing new technologies into the work-

place.

3.1.13 Health and Safety Committees.

Every employer, if requested in writing to do so by at least two safety representatives, must establish a safety committee within three months of the request being made and post a notice (in a prominent position) stating the composition of the committee and the work areas that it covers. The size, shape and terms of reference of a safety committee must depend on discussion and mutual agreement between employers and workers' representatives on how best to deal with the problems of their particular workplace.

Objectives and Functions of Safety Committees.

An objective should be the promotion of co-operation between employers and employees in instigating, developing and carrying out measures to ensure the health and safety at work of the employees.

Specific functions should include:

- The study of [accident](#) and notifiable diseases statistics and trends, so that reports can be made to management on unsafe and unhealthy conditions and practices, together with recommendations for corrective action.
- Consideration of reports and factual information provided by inspectors of the enforcing authority.
- Examination of [safety audit](#) reports on a similar basis.
- Assistance in the development of works safety rules and safe systems of work.
- Monitor the effectiveness of the safety content of employee training, communication and publicity in the workplace.
- The provision of a link with the appropriate inspectorates of the enforcing authority.
- Regularly review the Company's Health and Safety Policy.

Membership of Safety Committee.

On membership, the HSE recommend that:

- (a) Committees should be compact;
- (b) There should be 50/50 management and union representation;
- (c) Safety advisors, doctors and other health and safety professionals should be ex-officio members.

Conduct of Safety Committees.

Safety committees should meet as often as necessary. The dates of the meetings should - as far as possible - be arranged well in advance, even to the extent of planning a programme six months or a year ahead. Agreed minutes of each meeting should be kept and a personal copy supplied to each member of the committee as soon as possible after the meeting to which they relate and a copy sent to each safety representative appointed for workplaces covered by the committee.

Question 5.

Generally, safety representatives for union members must have been employed by the company for 5 years or have had 5 years experience in that type of industry.

True/False (HP)	
Answer 1:	True
Response 1:	
Jump 1:	This page
Answer 2:	False
Response 2:	The requirement is for 2 years employment and 2 years experience in the industry.
Jump 2:	Next page

3.1.14 Employment Tribunals.

Where **Safety Representatives** feel that they are not being fairly treated by the employer in regard to time off for training or their functions, they can present a case to the [Employment Tribunal](#). Complaints must be made within three months.

Question 6.

An objective of a **Safety Committee** is the promotion or co-operation between employers and employees in instigating, developing and carrying out measures to ensure the health and safety of employees at work.

True/False (HP)

Answer 1:	True
Response 1:	
Jump 1:	Next page
Answer 2:	False
Response 2:	
Jump 2:	This page

Question 7.

Which one of the following has the legal [power](#) to undertake a health and [safety inspection](#) of the workplace?

Multiple Choice (HP)

Answer 1:	A member of the public
Response 1:	
Jump 1:	This page
Answer 2:	Supervisor
Response 2:	
Jump 2:	This page
Answer 3:	Trade Union Safety Representative
Response 3:	
Jump 3:	Next page

Answer 4:	Company Safety Officer
Response 4:	
Jump 4:	This page

Question 8.

If requested in writing by at least 2 safety representatives, an employer has how long to set up a safety committee?

Multiple Choice (HP)

Answer 1:	3 months
Response 1:	
Jump 1:	Next page
Answer 2:	6 months
Response 2:	
Jump 2:	This page
Answer 3:	12 months
Response 3:	
Jump 3:	This page

3.1.15 Duty of Employer to Consult.

In workplaces where employees are not represented by trade union safety representatives, employers must consult with their employees in good time on health and safety matters, particularly with regard to:

- The introduction of any measure at the workplace which may substantially affect the health and safety of the employees the safety representatives concerned represent;
- His arrangements for appointing/nominating competent persons in accordance with the Management of Health & Safety at Work Regulations (MHSWR) 1999;
- Any health and safety information he is required to provide to the employees by or under the relevant statutory provisions;
- The planning and organisation of any health and safety training the employer is required to provide;
- The health and safety consequences of introducing new technologies into the workplace.

Persons to be consulted.

Employers may consult with their employees directly, or through representatives of employee safety (hereafter referred to as employee representatives) elected by a [group](#) of employees to represent them in consultations on health and safety matters with the employer.

Where consultation is through such employee representatives, the employer must inform the employees of the names of these representatives and the group of employees they represent. Employees must also be told when the employer discontinues consultation with these employee representatives. Such discontinuation may occur when:

- The employee representatives have informed the employer that they no longer intend to represent their group of employees in health and safety consultations;

- The employee representatives no longer work in the group of employees they represent;
- The period of election has elapsed without the employee representatives being re-elected, or
- The employee representatives have become incapacitated from performing the duties required under these Regulations.

Provision of information.

Where employers consult directly with employees, they must provide all such information as the employees will require in order for them to participate fully in the consultations. The same applies to employee representatives who must be given all necessary information to enable them to perform their functions and participate in consultations.

In addition, these employee representatives must also be provided with information associated with the records to be kept under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations ([RIDDOR](#)) where the information relates to the workplace of the employees they represent :

- The employer is not obliged to disclose information that does not relate to health and safety;
- Is against the interests of national security;
- Would contravene any prohibition imposed under any legislation;
- Relates specifically to an individual (unless that individual has given their consent);
- Would [damage](#) the employer's undertaking, or
- The undertaking of another person where that other Person supplied the information, or
- That has been obtained by the employer for the purpose of any legal proceedings.

Functions of representatives of employee safety.

Employee representatives may make representations to the employer on any hazards, dangerous occurrences and general health and safety matters. This particularly refers to the matters on which employers are obliged to consult which may affect the health and safety of the employees they represent. They may also represent their group of employees in consultations with enforcing authority inspectors.

Training, time off and provision of facilities.

Employers must provide employee representatives with appropriate and reasonable training and other relevant facilities so as to enable the representatives to perform their functions. Employers must also meet all reasonable costs associated with the training, including travel and subsistence costs. In addition, the employee representatives must be given paid time off to perform their functions and to attend relevant training courses. Paid time off must also be provided for candidates standing for election as employee representatives, in order for them to perform their functions as such candidates.

Employers must pay employee representatives their normal work remuneration or an equivalent hourly rate in accordance with the work being carried out.

Miscellaneous provisions.

This regulation makes some amendments to the ***Employment Rights Act 1996*** to protect employees who participate in consultations with employers from suffering any detriment or [unfair dismissal](#) in health and safety cases.

3.1.16 Contractors.

The use of contractors is increasing as many companies have to turn to outside resources to

supplement their own staff and expertise.

A [contractor](#) is anyone who is brought in to work who is not an employee. Contractors can be used for a variety of work including [maintenance](#), repairs, construction, demolition, cleaning, security, IT experts and many other tasks.

It is quite probable that several different [contract](#) companies, each with their own work, can be on site at any one time. Careful consideration and consultation should be undertaken in order to fully understand how each contractor's work may affect the other.

Consider the following, from UK [case law](#) (note: you are not expected to remember or quote these, we have put them here to paint a clearer picture):

The Swan Hunter and Associated Ocel cases.

As far as the management of contractors is concerned, there are two crucial legal cases, Swan Hunter and Associated Ocel which provide definitive interpretations of some sections of the HSW Act.

R v Swan Hunter Shipbuilders and Telemeter Installations Ltd (1981).

For those involved in health and safety, the words Swan Hunter have the same terrible resonance as Marchioness, Clapham, Zeebrugge and so on. Telemeter Installations were subcontracted to Swan Hunter to work on building a warship and in 1976 one of their employees, who was welding alongside Swan Hunter's own employees, started an intense fire in an oxygen-rich part of the ship in which eight men died. Swan Hunter had informed their own employees of the dangers of fire in such an environment but in 1981 they were prosecuted for failing to inform their contractor's employees of the risks. They were found guilty and thus the duty under **section 2(2)c** of the **Health & Safety at Work Act 1974** was interpreted as extending beyond an employer's own employees. The moral is that you have to pass information on to others if their actions could endanger themselves or your own employees.

The Associated Ocel case, 1990 ([House of Lords 1996](#)).

In 1990, a contractor was badly burned when he started a fire whilst repairing the lining of a tank at the Ellesmere Port site of Associated Ocel. The injured man was employed by a specialist firm, Resin Glass Products, who were contracted by Associated Ocel to undertake various repairs during Ocel's annual maintenance shutdown. The case eventually reached the House of Lords and the judgments in 1996 were very important in laying down rules as to what constitutes a company's conduct of undertaking - the legal way of saying what the company actually does as its business. Associated Ocel argued that they had no duty to control the way independent contractors did their work but the final judgement of the House of Lords did not support this. In essence, the Lords said that repair and maintenance was as much a part of Ocel's undertaking as the manufacture of the chemicals and thus the employer had to stipulate to the contractor(s) the conditions which were required to avoid risks to health and safety.

Anyone with health and safety responsibilities needs to be acutely aware of the challenge represented by contractors - the two caselaw judgments just outlined mean that employers simply cannot absolve themselves of responsibility when they employ contractors.

3.1.17 Use of Contractors the Legal Considerations.

Construction sites have always involved the use of contractors but many other places of work

increasingly make use of contractors, including facilities managers who are effectively outside contractors, responsible for the management and maintenance of a commercial, industrial or educational site such as a school or college.

- All parties to a contract have specific responsibilities under health and safety law and these cannot be passed onto someone else.
- Employers are responsible for protecting people from harm caused by work activities; this includes the responsibility to contractors and sub-contractors on site.
- Employees and contractors have to take care not to endanger themselves or their colleagues or others affected by the work.
- Employees have to co-operate with the employer on all health and safety matters and must not do anything which puts either themselves or others at risk.
- Self-employed people must not put themselves or others in danger by their work activities.

Contractors have to comply with the Health & Safety at Work Act 1974 and other health and safety legislation. Co-operation and communication are needed to make sure all parties, employers, contractors from other organisations and sub-contractors can complete their work obligations in a safe manner.

All parties involved in contract work need to adopt a [systematic](#) approach in dealing with the various health and safety aspects and should:

- Assess all the risks which may affect any personnel on site or neighbours of the site and the general public;
- Set up comprehensive emergency procedures;
- Provide information, instruction, training and supervision to those involved;
- Co-operate fully with other contractors who may be sharing the site.

Where there is joint occupation of a site, reasonable steps should be taken to co-ordinate activities in order to comply with legal requirements and to alert personnel as to the nature of risks to health and safety.

It is each individual party's responsibility to ensure that they are satisfied that the joint working arrangements are adequate.

In a situation whereby there is no controlling employer on site, the organisations present should agree joint arrangements and appoint a suitably competent health and safety co-ordinator to oversee the site and the work carried out in terms of health and safety requirements.

3.1.18 Choosing a Contractor.

Selection of the right contractor for a particular piece of work will ensure that the risks to health and safety and everyone involved or likely to be affected by the work is kept to a minimum.

A contractor who works well and meets the [client's](#) requirements in terms of [quality](#), timescales and cost usually will have a good understanding of the requirements of health and safety when carrying out his work. However, when deciding on a suitable contractor to carry out the work, consideration should be given to the following:

- Does the contractor have an adequate Health and Safety Policy?
- Do they employ a competent person and can they demonstrate that person's competence?
- What safety information, advice and training do they give to their workers?

- What is their accident rate like and do they monitor it?
- Do they have a system for carrying out comprehensive risk assessments and can they demonstrate suitable control measures?
- Do they have adequate monitoring arrangements?
- Can they supply references indicating satisfactory performance for previous work completed?
- Do they use trained and skilled staff and can they demonstrate this?
- How long has the company been trading?
- Details of any sub-contractors planned to be used.
- Insurance details.
- Membership of professional bodies and trade associations.
- Equipment the contractor plans to use.
- Materials to be used.
- Method statement and any permits to work which may be required.

This list is not exhaustive but provides information on which an informed choice can then be made about the suitability of a contractor.

3.1.19 Safety Rules for Contractors.

Once the contractor has been selected, work must not start until authorisation is given by the company contact. The authorisation must be clear and concise and detail the range of work to be undertaken, stating any special requirements including permits, etc.

A check list should be used by the company contact to establish the following:

- The correct contractor has been selected.
- The contractor has [suitable and sufficient](#) arrangements for supervision of staff.
- The contractor is clear as to what is required including any special requirements or precautions which need to be adhered to.
- The contractor has provided full details of their health and safety arrangements, including emergency procedures.
- The contractor's personnel are properly qualified for the work being undertaken.

The company contact is responsible for ensuring that there is clear two-way communication between all parties involved.

In the conditions of a contract between the two parties, it should be clearly stated that the contractor and his personnel adhere to the contractors safety rules.

As a minimum, this should include:

- **Health & Safety.**
 - Confirming that the contractor performs to the minimum legal standard (at least).
- **Sub-contractors.**
 - Written permission should be sought from the company before bringing any sub-contractors onto the site.
- **Supervision.**
 - An adequate level of supervision is in place for their own employees at all times.
- **Authorisation.**
 - Each employee must carry an authorisation card at all times.

3.1.20 Construction Design and Management Regulations (CDM).

Contractors are quite often employed by businesses to build or convert premises and demolish buildings, to name but a few activities. This is where the **Construction Design and Management (CDM)** regulations will apply.

There is a responsibility and requirement for the contractor to produce a safety plan incorporating the following key points:

- Information concerning the contractor's Health and Safety Policy.
- Contractor's health and safety organisation, detailing responsibilities or key individuals.
- Information on the contractor's standards of safe working procedures.
- Method statements.
- Risk Assessments.
- Monitoring and review of the implementation of the plan.

3.1.21 Challenges Faced When Employing Contractors.

There are many challenges faced when employing anyone to undertake a piece of work, whether in a domestic setting or business setting. However, the challenges faced in a commercial/business setting are many and varied.

- Contractors' personnel may not be familiar with the processes and procedures of a business' activities and under-estimate their impact on them.
- Contractors' personnel at the site may change from day to day, particularly where sub-contractors are used.
- **Contract work may involve activities and new relationships outside the normal day-to-day activities of the business including:**
 - Demolition;
 - Repair;
 - New equipment.

Question 9.

Employers have a responsibility to contractors and sub-contractors on site.

True/False (HP)

Answer 1:	True
Response 1:	
Jump 1:	Next page
Answer 2:	False
Response 2:	
Jump 2:	This page

Question 10.

Under CDM regulations who's responsibility is it to produce a safety plan?

Multiple Choice (HP)

Answer 1: Employer

Response 1:

Jump 1: This page

Answer 2: Contractor

Response 2:

Jump 2: Next page

Answer 3: Health and safety representative

Response 3:

Jump 3: This page

Question 11.

Under the CDM regulations, the safety plan should include.....

Multiple Choice (HP)

Answer 1: Safe working procedures

Response 1:

Jump 1: This page

Answer 2: Risk assessments

Response 2:

Jump 2: This page

Answer 3: Contractors health and safety policy

Response 3:

Jump 3: This page

Answer 4: All of the above

Response 4:

Jump 4: Next page

3.1.22 Responsibilities of suppliers, manufacturers and designers of articles and substances.

Hazards can be introduced into a workplace if a manufacturer or [designer](#) does not create safe articles . The supply [chain](#) does influence health and safety in the workplace and legislation such as **Section 6** of the **UK's Health and Safety at Work etc. Act 1974** places duties on suppliers. Persons who design, manufacture, import or supply any article or substance for use at work must ensure, so far as is reasonably practicable, that they are safe and without risk to health.

An example of this would be providing information on the substances supplied in the form of chemical safety data sheets, or instruction manuals for the safe use of machinery such as lathes or grinding machines. **Article 8** of the **ILO Chemicals Convention C170** states the requirements for the provision of chemical data sheets.

- 1. For hazardous chemicals, chemical safety data sheets containing detailed essential information regarding their identity, supplier, classification, hazards, safety precautions and emergency procedures shall be provided to employers.
- 2. Criteria for the preparation of chemical safety data sheets shall be established by the competent authority, or by a body approved or recognised by the competent authority, in accordance with national or international standards.
- 3. The chemical or common name used to identify the chemical on the chemical [safety data sheet](#) shall be the same as that used on the label.

3.1.23 Case studies.

Case studies illustrating what has been achieved in attempting to effectively manage health and safety in the workplace can be both informative and inspiring.

This latest HSE website area, The Business Benefits of Health and Safety, offers the following:

- How Royal Mail Group plc Vehicle Services implemented a comprehensive health and safety management system that reduced accidents among its 1,500 employees, reducing absence and assisting with civil claims management, impressive health and safety, cost and business benefits accrued.
- British Polythene Industries plc (BPI) introduced a rehabilitation scheme that has significantly reduced absences amongst 3,500 staff, thereby helping productivity and cost reduction.
- Bristol's T L Visuals Ltd's investment in the latest plant reduced the need for manual handling, resulting in increased productivity.
- C6 Solutions Ltd, West Yorkshire, chemical manufacturers, implemented a union/management agreement to improve health and safety performance leading directly to accident reduction and lower [compensation](#) claims.
- Wilson James Ltd, Westcliff-on-Sea, Essex, security and logistics support providers to the construction industry, provided a full-time nurse and well-equipped medical room which reduced absence and improved employee health.

The case studies relate good business reasons for organisations to improve their management of health and safety which can bring increased productivity, lower insurance costs, less absenteeism, better staff retention and morale, improved reputation and reduced liability claims.

"Sensible health and safety management is a key part of effective business management. These case studies highlight the vital contribution that such an approach can have on the performance of businesses as well as on employees' welfare: a true win-win. The case studies give practical examples of the benefits of effective health and safety management that real businesses have seen. I hope they will encourage others to learn from the experience of these businesses." - **Jonathan Rees, HSE Deputy Director General.**

3.1.24 Summary.

This summary will now refer you back to the learning outcomes for this lesson and give a summary of the information.

Outline the health and safety responsibilities of the various parties involved with work activities;

The general duties of employers under the Health and Safety at Work Act relate to:

The health, safety and welfare at work of employees and other workers. 'Other Workers' is basically anyone working under their control or direction and includes:

- Part-time;
- Casual;
- Temporary;
- Homeworkers;
- Work experience trainees;
- Government training schemes;
- Contractors;
- Anyone visiting the workplace.
- Anyone who is allowed to use equipment owned by the organisation.
- Anyone affected by a work activity, such as the general public or neighbours.

The general duties include:

- The provision and maintenance of plant and systems of work that are, so far as is reasonably practicable, safe and without risks to health;
- Arrangements for ensuring, so far as is reasonably practicable, safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
- The provision of such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of his employees;
- So far as is reasonably practicable as regards any place of work under the employer's control, the maintenance of it in a condition that is safe and without risks to health and the provision and maintenance of means of access to and egress from it that are safe and without such risks;
- The provision and maintenance of a working environment for his employees that is, so far as is reasonably practicable, safe, without risks to health, and adequate as regards facilities and arrangements for their welfare at work.

Employees have specific responsibilities under *section 7* of the [HASAWA](#), which include:

- Taking [reasonable care](#) for the health and safety of themselves and of other people who may be affected by their acts or omissions at the work place.
- Co-operating with employers by assisting them to fulfil their statutory duties.
- Not interfering with, or deliberately misusing, anything provided to further health and safety at work, in accordance with health and safety legislation.

Under the HASWA, duties placed on the self-employed are somewhat limited.

Self-employed personnel are:

- Responsible for their own health and safety;
- Responsible to ensure that others who may be affected are not exposed to risks to their health and safety.

These responsibilities are further extended by the Management of Health and Safety at Work Regulations 1999, which require self-employed personnel to:

- Carry out risk assessments;

- Co-operate with other people who work in the premises and, where necessary, in the appointment of a health and safety co-ordinator;
- Provide comprehensive information to other peoples' employees working in their undertaking.

Explain the requirements placed on employers to consult with their employees.

Generally on the whole every employer, if requested in writing to do so by at least two safety representatives, must establish a safety committee within three months of the request being made and post a notice in a prominent position, stating the composition of the committee and the work areas that it covers.

Specific provisions requiring employers to consult with employees on matters of health and safety are contained in three main pieces of legislation:

- **The Health and Safety at Work, etc. Act 1974 - Section 2(4)** of this Act provided for Regulations to be made which allowed the appointment of safety representatives from recognised trade union members - for the purposes of these Regulations, a recognised trade union is one that is accepted by the employer for collective bargaining negotiations.
- **The Safety Representatives and Safety Committees Regulations 1977** - details the appointment, functions and rights of trade union safety representatives, including their right to consult with the employer on matters relating to the health and safety of the employees they represent.
- **The Health and Safety (Consultation with Employees) Regulations 1996** - In workplaces where employees are not represented by trade union safety representatives, employers must consult with their employees in good time on health and safety matters.

3.2 Concept of health and safety culture.

The definition given in the HSE document HS(G)65 Successful Health and Safety Management is as follows:

"The safety culture of an organisation is the product of individual and group values, attitudes, perceptions, competencies and patterns of [behaviour](#) that determine the commitment to, and style and proficiency of, an organisation's health and safety management.

Organisations with a positive safety culture are characterised by communications founded on mutual trust, by shared perceptions of the importance of safety and by confidence in the efficacy of preventive measures."

The definition in other words:

"A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and - therefore - to be taught to new members as the correct way you perceive, think and feel in relation to those problems."

Safety culture is the combination of values, beliefs, vision, purpose, policies, objectives and leadership styles. A positive safety culture is characterised by awareness, assessment and action in all these areas, supported by an open communications style throughout the whole organisation.

The term [Safety climate](#) is a snapshot of the surface features of the safety culture resulting from the workforce's attitudes and perceptions at a given point in time.

Sustainable change is achieved through continually looking beneath the surface and questioning assumptions.



Figure 1. Iceberg Model.

A useful and familiar metaphor is to consider culture and climate as the invisible and visible portions of an iceberg.

Safety climate, the visible manifestation of culture, really only represents the tip of the iceberg. The actual problems of culture might lie hidden deep beneath the surface.

Rather than just treating the visible symptoms, real improvements can only be made by changing the underlying culture.

The best protection against poor culture is to develop excellent communications and early warning systems within the organisation.

Culture gives us cues and clues on how to behave in normal and novel situations, thereby making the world less uncertain and more predictable for us.

There are two important and distinct components of culture. The surface structure or outer layer of culture consists of observable behaviours and recognisable physical manifestations such as corporate imaging i.e. uniforms, signs, logos and documents.

The deep structure or inner layer of culture consists of the values, beliefs and assumptions which underlie the surface structure and provide the logic which guides employees' behaviours.

Cultural misunderstandings occur when people interpret the surface structure of another culture from the vantage point of their own cultural logic or perspective. Ethnocentrism occurs when behaviour from one culture is judged to be inferior by the values of another culture.

We all experience multiple cultural influences upon our lives deriving from our membership of

national, organisational and vocational cultures.

When these cultures overlap or correspond, there is no uncertainty or hesitation - we know how to proceed because the underlying values and beliefs are sending us convergent messages. However, when these cultures are in [conflict](#), we become unsure of how to proceed or behave. The hesitation and uncertainty arising from divergent cultural messages can cause confusion, frustration and even conflict, especially in emergencies and other time-pressure situations.

Within the workplace, there can be many factors that may affect the health and safety culture and therefore the health and safety performance.

3.2.1 How Does a Safety Culture Improve Performance?

There are many results and benefits from a safety culture for both the organisation and employees:

- The organisation will have a good reputation.
- Direct and [indirect costs](#) of accidents as well as overall operating costs are reduced.
- Job security, job satisfaction, personal well-being.
- Production schedules and delivery times are improved.
- Worker compensation costs are reduced.
- Profit margins increase when accident costs go down.
- The potential for legal costs is reduced.
- Workers support one another.
- Commitment to safety is clearly shown.

3.2.2 Tangible Outputs or Indicators of an Organisation's Health and Safety Culture.

The first thing to recognise about Safety Culture is that it cannot be quantitatively measured. Instead, it is more appropriate to [survey](#) attitudes and observe employee and management behaviours and the quality of the work process.

- **Attitudes & Values.**
 - Clear statements of expectations.
 - Every employee must contribute to achieve performance goals.
 - Long-term emphasis.
 - Openness among levels of the organisation.
 - Overt information sharing.
 - Redundant communications.
 - Self-critical outlook.
 - Strong corporate identity.
 - Understanding of goals and personal contributions.
 - Welcome diversity in viewpoints.
- **Plant Policy.**
 - Creative tensions are welcome.
 - Heavy commitment to training.
 - [Root cause](#) investigations focus on processes, not persons.
 - Safety is the overriding principle and emphasis parallels the industry's best.
 - The same commitment to process safety as it expects of behavioural safety.

- Top-level commitment, resources and authority for safety initiatives.

- **Employee Behaviours.**

- Acceptance of responsibility and accountability.
- Challenge assumptions by seeking basis for them.
- Confront issues that do not seem right.
- Employees anticipate failure and prepare contingencies.
- Employees give feedback about process improvements.
- Performance exceeds regulatory compliance levels.
- Record deviation events and share lessons learned.
- Strict procedural adherence.
- Questioning [attitude](#).
- Workers feel comfortable raising issues.
- Employees stop work when it cannot be performed as prescribed.
- Workers support one another.

- **Management Behaviours.**

- Active listening to front-line employee needs.
- Encourage employees at all levels to contribute idea for improvements.
- Communicate freely and often about initiatives, strategies and goals.
- Confront poor performance or counter-culture.
- Provide leadership by example.
- Recognition of the importance of employee perceptions of problems.
- Support and reward positive employee behaviours.

3.2.3 Factors Promoting a Negative Health and Safety Culture.

A variety of symptoms identify the absence of - or a breakdown in - safety culture. These symptoms have been found to be precursors to declining safety performance, and eventually may lead to serious safety problems.

Symptoms of Safety Culture Problems:

- Adversarial relationships vertically or horizontally within the organisation.
- Workers are blamed for problems.
- Emergence of strong subcultures.
- Emergent plant component failures.
- Employees are afraid to raise concerns for fear of retribution.
- Employees are afraid to report accidents or injuries.
- Excessive forced overtime.
- Employee injuries.
- Excessive sick-time.
- Excessive grievances.
- Deviating from procedures or regulatory requirements.
- High staff turnover.
- Lack of commitment to process safety.
- Lack of consistency in handling tasks.
- Lack of consistency in worker attitudes about what issues are important.
- Lack of ownership for problems.
- Lack of preventative maintenance.
- Lack of teamwork.
- Low buy-in to corporate goals and objectives.
- Low morale of line employees.

- Little or no communication.
- Little or no forward thinking in daily activities.
- Maintenance backlogs become excessive.
- Management hides behind the chain of command.
- Over-emphasis on behavioural safety.
- Poor housekeeping.
- Procedures that do not work as written.
- Promotion of employees who do not lead by example.
- Reaching production goals are more important than managing risk.
- Recurring problems.
- Top-management are unaware of the real condition of the plant and employees.
- Unwillingness to face difficult problems or correct them.
- Workers do not report or discuss problems of which they are aware.

Basically, a high percentage of accidents are caused by unsafe acts. Someone is doing something that they shouldn't or someone is not doing something they should.

3.2.4 Internal & External Influences on Health and Safety.

Influences on a Safety Culture.

These come in two main categories, internal to the organisation and external to the organisation. The organisation could be the whole company or may be a discrete unit within the company. However, many behavioural scientists would state that the unit needs to be very clearly identifiable and independent, otherwise it will not really have a separate safety culture.

The table below gives some examples on **Internal** and **External** influences. There are many more.

Internal Influences.	External Influences.
Degree of Commitment to safety from the Management.	Society's expectations of the organisation.
Production and service Demands on the organisation.	Legislation and Enforcement of legal requirements.
The Promotion of Standards for safety.	Insurance companies' demands.
Level of Competence in the workforce (and management).	Shareholder demands.
Employee Representation (Union or otherwise).	Trade Unions and Associations.
How effective the Communication is within the organisation.	Commercial Stakeholders (e.g. suppliers and banks).
The level of safety Training.	Economics (especially the supply of money and labour).

Internal and External influences do not act alone but will all combine to generate a complex environment in which the organisation is operating. Some of the influences will encourage the development of an improved safety culture others will be detrimental to what has already been achieved. The most powerful influences may sometimes appear to be fairly small issues whilst some of the largest issues can sometimes have very little effect.

The matrix in figure 4 illustrates the relationships between all of these subsystems at four levels:

- External;
- Internal Strategic;
- Internal Tactical; and
- Internal Operational.

Given that no subsystem or partial set of variables can be explained without reference to the other subsystems and their linkages, it is important to understand both the within block and between block variables.

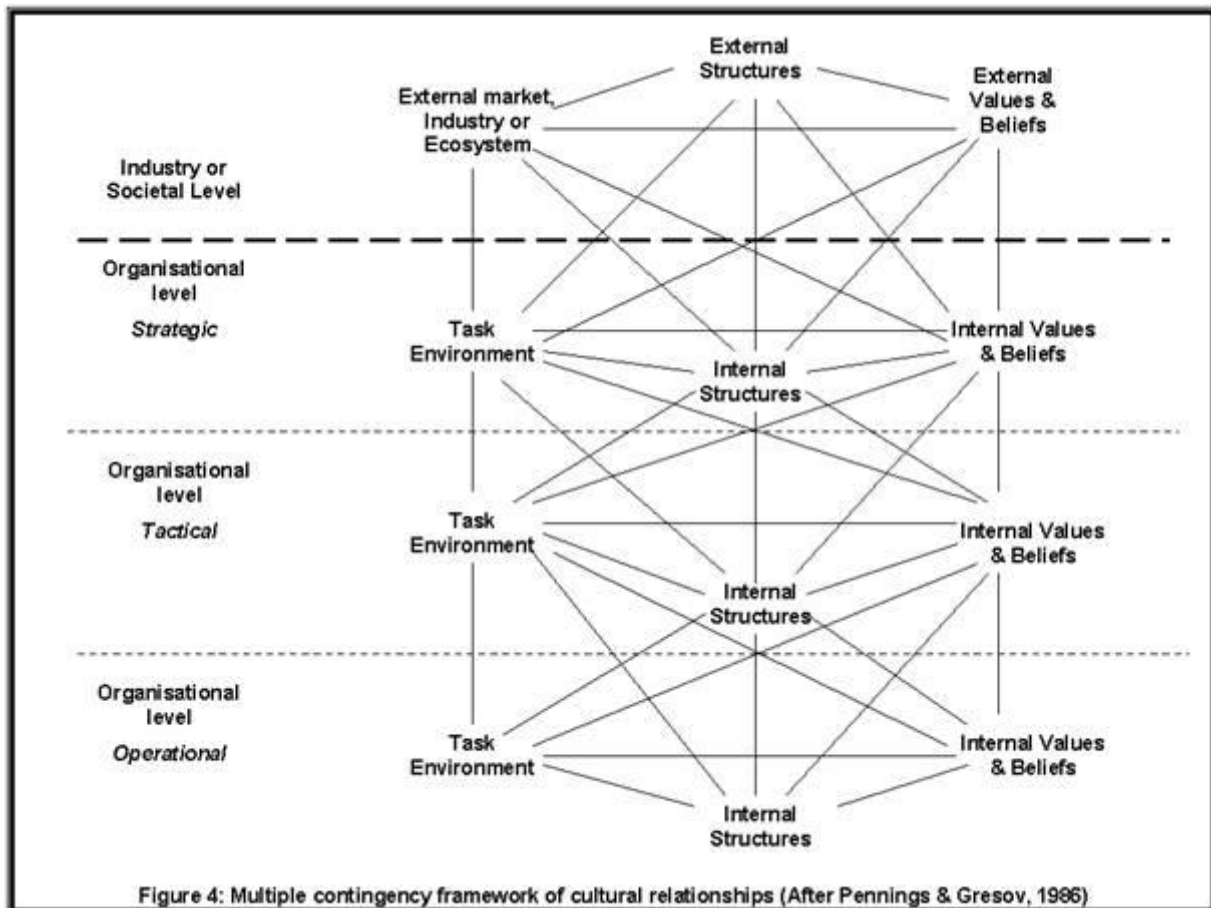


Figure 4. Multiple contingency framework of cultural relationships (After Pennings & Gresov, 1986).

3.2.5 Video - Culture.

http://www.sheilds-elearning.co.uk/file.php/52/Videos/Safety_Culture.flv?d=640x480

Question 12.

An example of an external influence on health and safety is

Multiple Choice (HP)

Answer 1: Insurance companies demands

Response 1:

Jump 1:	Next page
Answer 2:	Lack of preventive maintenance
Response 2:	
Jump 2:	This page
Answer 3:	Levels of Competence in the workforce and management
Response 3:	
Jump 3:	This page
Answer 4:	The level of safety Training
Response 4:	
Jump 4:	This page

3.3 Human factors which influence behaviour at work.

According to the [Health and Safety Executive](#): *Reducing Error and Influencing Behaviour (HSG48)*:

"[Human factors](#) refer to environmental, organisational and job factors, and human and individual characteristics which influence behaviour at work in a way which can affect health and safety".

In any workplace and during any workplace activity, there is a complex interaction between factors relating to job, individual and organisation. This complex interaction can have profound health and safety implications.

Individuals vary with regard to their attitudes, skills, habits and personalities. These differences can have important influences upon task-related behaviour. Sometimes, these influences are straightforward and obvious. However, they are often complex and much more difficult to identify. Whereas some factors, such as skills and attitudes, can be influenced and modified, others - such as [personality](#) - are much more fixed and resistant.

Although organisational factors have a major influence over individual and group behaviour, they are often ignored. This is true both at the design stage and at the investigation stage following an accident or [incident](#). Cultural factors can exert enormous pressure upon individuals and lead to them adopting behaviour patterns out of a wish to conform. Unfortunately, these cultural pressures can be both negative and positive with regard to health and safety matters. There is little point in a culture which urges conformity to the rules, if those rules are themselves suspect from a health and safety standpoint.

As work equipment design has improved and work procedures have become tighter, so the emphasis has shifted onto human factors.

According to the Health and Safety Executive:

"It is estimated that up to 80% of accidents may be attributed, at least in part, to the actions or omissions of people".

However, although people may be directly involved, it is often the underlying organisational problems that are at the root of the matter. These organisational issues often involve design, managerial and decision-making failures. Trust between employer and employees and open, two-way communications are vital if organisational failures are to be identified and rectified before they lead to [human failures](#) and consequently to accidents.

The Health and Safety Executive believes that human failures are caused by [human error](#) and/or [violations](#).

Examples of accidents involving human failure include:

- The Three Mile Island [nuclear reactor](#) incident;
- The King's Cross Underground Station Fire;
- The Clapham Junction rail crash; and
- The sinking of the Herald of Free Enterprise.

Although a human failing was the direct cause of the accident in each case, underlying organisational failures led to the human failing.

Human failings can lead to active or latent consequences. Latent failures can, for example, occur at the design stage and not lead to serious problems until much later. Poor training can also - ultimately - lead to latent failure. Active failures have immediate consequences, such as failing to observe the no-smoking rule when working in a flammable atmosphere.

Matching the job to the individual will eliminate a lot of problems and ensure that employees are not overloaded. The design and layout of the workplace is critical for ensuring that any accident potential is reduced to an acceptable standard.

Consideration must also be given to the task being carried out and whether or not it is repetitive and boring. If it is, then the accident potential increases considerably and ways must be found to reduce the repetitiveness of the job.

Question 13.

Please select the correct missing words, in order, for the below sentence.

According to the Health and Safety Executive: "Human factors refer to _____, organisational and job _____, and _____ and individual _____ which influence _____ at work in a way which can _____ health and safety".

Jumbled Sentence (HP)

Answer 1:
environmental
factors
human
characteristics
behaviour
affect

Response 1:

Jump 1: Next page

3.3.1 Prevention of human error

Prevention of human error.

The main influence in the prevention of human error lies with the organisation. Companies with good safety records exercise good discipline and have motivated and committed workforces. All too often, individuals are blamed for accidents while the root cause is overlooked, i.e. the lack of commitment by management.

3.3.2 Attitude, Aptitude, Motivation and Perception.

Human factors.

- **Attitudes.**
- **Motivation.**
- **Perception.**
- **Skill.**
- **Physical and mental capabilities.**

Attitude is such an important factor in the development of a safety culture, encompassing as it does attitudes to authority, implementing systems of work, wearing **PPE** (**Personal Protective Equipment**), recording the results of activities undertaken and so on. We may perhaps define attitude as behavioural tendencies in particular situations.

We just said that a person's attitude is an important factor in the development of a safety culture - bearing in mind that no-one's attitude is unchanging and unchangeable, we could equally well have written the sentence the other way round, namely that the climate in the workplace will have a great influence on those working in the workplace; if everyone wears the appropriate PPE, if the workplace is kept clean, if procedures are clearly defined and adhered to, this will clearly provide a clear message, particularly to new recruits.

attitude of individual ↔ safety culture.

Aptitude refers to an individual's ability in respect of something - their knowledge and skills, and general ease of learning and understanding about it.

Motivation.

'The factors which direct or drive the way in which a person acts.'

You may feel that this definition sounds close to our definition for attitude - motivation and attitude do tend to come together with motivation providing the external pressures which influence an individual's attitude.

Examples of motivation may include:

- Encouragement.
- Incentives (including financial).
- Involvement in decision making.
- Demonstrations of management commitment.
- Disciplinary action (such negative motivation may be required at times, but is hardly the option of first choice).

To this list should be added training, a crucial ingredient in motivating staff and in providing the skills necessary to undertake work in safety. Training will be discussed further in this unit.

Perception.

The view or picture that an individual has of the environment and of the things which are happening in that environment.

Of course, the picture which the person has in mind may not coincide with reality and an accident may result.

Consider the following examples of situations in which perception and reality do not match:

- Stepping on the non-existent rung of a ladder.
- Misjudging the weight of an object to be lifted.
- Misreading a dial.

You should also be able to suggest a number of reasons why the perception failure occurred:

- **Sensory defects** - deafness, colour blindness.

- **Background factors** - such as experience and [peer group pressure](#).
- **Environmental factors** - loss of concentration because of [noise](#), heat, alcohol and so on.

3.3.3 Errors and violations.

Human defects:

- Ignorance.
- Carelessness.
- Poor Communication.
- Ignorance.

There is, in law, no excuse for ignorance of statutory legislation, but it is generally accepted that too few workers appreciate the dangers associated with their work. Some simply do not know or understand the dangers, others do not fully appreciate the consequences of their actions and how the safety of others may be affected.

Almost 30% of all reportable accidents result from handling goods. Many arise through neglect to look for sharp or rough edges and splinters on packing cases. Workers are generally unaware of the dangers until they sustain actual injury (what psychologists call "trial and error" learning).

Similarly, many back injuries are caused by incorrect lifting techniques. Falling accidents, which account for a further 16.5% of the total, should be easy to prevent - ladders incorrectly sited, overreaching, unsafe scaffolding, slippery and untidy floors, and so on.

Remedy - Adequate Training.

Carelessness.

Many workers are killed or injured, or cause others to be killed or injured, simply because they don't take care. They lack the necessary self-discipline to do the job in a safe way. Many of our safety regulations contain sections designed to ameliorate this human weakness.

Remedy - Adequate Supervision.

Poor Communication.

Whilst we should acknowledge the significant part played by human failing in accident causation, a great deal can be achieved by "selling" and publicising safety. We have examined how ignorance and carelessness can be contributory factors; a third, but not entirely unrelated, factor is poor communication. Even well-trained and careful employees have accidents for a variety of reasons - distractions, poor concentration and piece work are some examples. It should be the aim of the Safety Manager to foster safety awareness at all levels of the workforce and management team.

This entails using every useful means of communication:

- A written safety policy;
- Verbal reminders;
- Safety committees and joint consultation;
- Posters;
- Films;
- Safety surveys and audits; and
- Exhibitions.

In fact, anything and everything that will engender a safety-minded workforce.

Remedy - Meaningful Communication.

3.3.4 Video : Piper Alpha.

Video : Piper Alpha.

http://www.sheilds-elearning.co.uk/file.php/52/Videos/Piper_Alpha.flv

3.3.5 Video - Chernobyl.

Video - Chernobyl:

<http://www.sheilds-elearning.co.uk/file.php/52/Videos/Chernobyl.flv>

3.3.6 Video: Human Error.

Vide: Human Error.

http://www.sheilds-elearning.co.uk/file.php/52/Videos/Managing_Human_Error.flv

Question 14.

Which group of people are most likely to be prone to accidents

Multiple Choice (HP)

Answer 1:	Young and old
Response 1:	
Jump 1:	Next page
Answer 2:	Young
Response 2:	
Jump 2:	This page
Answer 3:	Old
Response 3:	
Jump 3:	This page
Answer 4:	Those in between
Response 4:	
Jump 4:	This page

Question 15.

Many workers are killed or injured, or cause others to be killed or injured, simply because of

Multiple Choice (HP)

Answer 1:	Carelessness
Response 1:	

Jump 1:	Next page
Answer 2:	Poor Communication
Response 2:	
Jump 2:	This page
Answer 3:	Ignorance
Response 3:	
Jump 3:	This page
Answer 4:	Tiredness
Response 4:	
Jump 4:	This page

3.3.7 Psychological Factors.

Psychological Factors.

Although accidents classified by primary cause may reveal differences between industries (especially between factories, construction work, docks, wharves and quays and inland warehouses) which reflect different physical environments and processes, they do not reveal the influence of personal attributes such as training, experience, fatigue, medical, physiological and psychological factors.

Attributing an accident to a single primary cause does not take into account the possibility of other contributory factors. Consequently, such simple classifications are of only limited use. In recent years, more and more emphasis has been placed on studying the [psychology](#) and [sociology](#) of accidents and some of the findings are reviewed below.

Rest/Activity Cycles.

The adult human body runs on a **24-hour cycle** of waking and sleeping. During shift work, the normal pattern becomes **out of phase** with work activities, leading to an increase in the accident rate towards the end of a shift.

People do adjust their body-clocks to a different time slot, but it takes ten to fourteen days; since this is often longer than a company keeps personnel on a particular shift, there are permanent high risk periods for accidents on a shift work system.

Experience.

Analysis of accidents by age and/or length of service clearly demonstrates the necessity of giving special attention to the protection of young persons and new entrants. A young worker will lack experience and will be unaware of the hazards that present them. Although the younger worker has a greater tendency to temporary disablement, his [susceptibility](#) to fatal and permanent disablement is not so high as for the older worker. This is probably because he is more agile, both mentally and physically, than the older worker.

3.3.8 Influence of Peers.

Peer pressure.

Human beings, like all primates, are *social animals*. The [concept](#) of belonging, of socialisation and acceptance by the group is hard-wired into our brain structures. This can have positive effects insofar as group cohesion and survival is concerned, but it can also have negative effects when the desire for acceptance outweighs what common sense or one's conscience tell us is right.

As adults, we may pretend to be less influenced by the opinions of others, yet our very culture,

particularly the mass media, relies heavily on our susceptibility to their influence. We see the psychological influence of peer pressure in the desire to own the latest status symbol possession, as well as to start cigarette smoking or use alcohol and drugs.

Peer pressure is a social phenomenon that affects everyone. It has a powerful influence on an individual's choices, including work behaviour.

Implicit in the word pressure is the use of **force**, yet peer pressure can also have positive effects, at which point it is referred to as peer influence. People adopt certain behaviour to win acceptance from and avoid rejection by their [peer group](#). Peers tell us, at school and work, how well we're fitting in. When we pretend to agree with another's point of view, laugh at ethnic or sexist jokes even though we find them offensive, take part in gossip, or fail to state our preferences, we are responding to peer pressure. We adopt an attitude of "I just like to go along with everyone else."

3.3.9 Violation.

Violation is a deliberate deviation from a rule or procedure. Most violations are motivated by a desire to carry out the job despite prevailing constraints and very rarely are they motivated by wilful acts of sabotage or vandalism.

Violations can be sub-divided into routine, situational and exceptional.

Routine:

- **Breaking rules or procedures has become a normal way of working within the work group due to:**
 - The desire to cut corners.
 - The perception that the rules are too restrictive.
 - The belief that the rules no longer apply.
 - Lack of enforcement of the rules.
 - New workers not realising that routine violations are taking place.
- **Means of reducing such violations can include:**
 - [Routine monitoring](#).
 - Removal of unnecessary rules.
 - Ensuring rules are relevant and practical.
 - Explaining the reasons for the rules.
 - Improved design to reduce the [likelihood](#) of cutting corners.
 - Involvement of the workforce in drawing-up the rules.

Situational.

Breaking the rules is due to pressures from the job, such as:

- Time pressure.
- Insufficient staff for the workload.
- The right equipment not being available.
- Extreme weather conditions.

Risk assessments should help identify the potential for such violations as will good two-way communications.

Exceptional.

These rarely happen and only when something has gone wrong. To solve a problem, employees believe that a rule has to be broken. It is falsely believed that the benefits outweigh the risks.

Means of reducing such violations could include:

- Training for dealing with abnormal situations.
- Risk assessments to take into account such violations.
- Reduction of time pressures on staff to act quickly in novel situations.

If the above are common causes of human failures, the failures themselves can be categorised into various types involving [errors](#) and violations.

The following diagram illustrates this point:

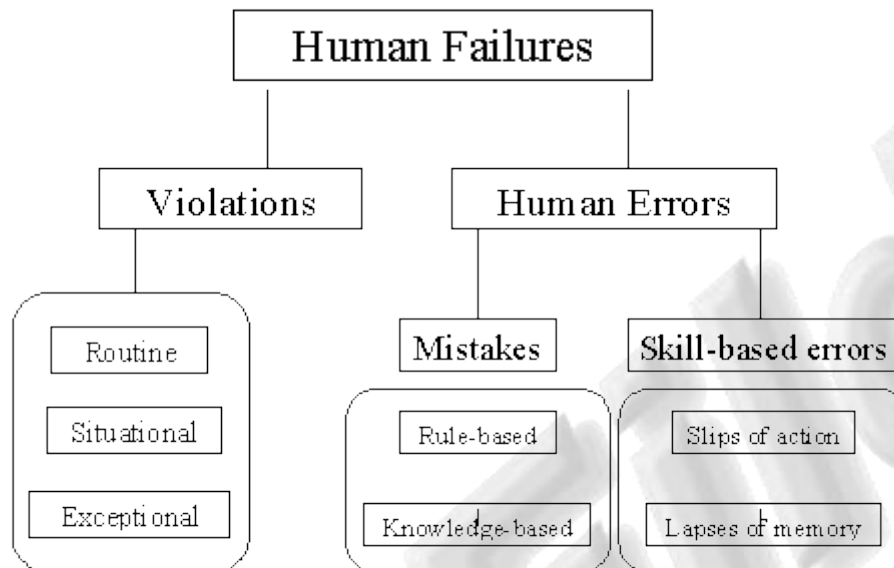


Figure 1. Types of Human Failure (HSG48)

The above model operates with the notion that all human failures can be categorised as either human error or violations depending on whether or not intention was involved with the failure.

A human error is an action or decision which was not intended but which involved a deviation from an accepted standard and which led to an undesirable outcome.

Errors can be sub-divided into slips, lapses and mistakes.

Slip.

Failures in carrying out the actions of a task. In other words "*actions not as planned*".

These might include:

- Performing an action too soon or too late.
- Omitting a step or series of steps from a task.
- Carrying out an action with too little or too much strength.
- Performing the action in the wrong direction.
- Doing the right thing but with regard to the wrong object.
- Carrying out the wrong check but on the right object.

Lapse.

Forgetting to carry out an action, to lose our place in a task or to forget what we had intended to do. Lapses are often linked to interruptions and distractions. A simple checklist to follow can help to reduce the likelihood of lapses occurring.

Mistake.

Where we do the wrong thing believing it to be right. The failure involves our mental processes which control how we plan, assess information, make intentions and judge consequences.

Rule-Based Mistakes occur when our behaviour is based upon remembered rules or procedures. Knowledge-Based Mistakes are often related to incomplete information being available.

Errors are more likely to occur where there are:

- Work environment stressors;
- Extreme task demands;
- Social and organisational stressors;
- Individual stressors;
- Equipment stressors.

Risk assessments should therefore identify where such factors are present and assess the likelihood of errors taking place and their consequences.

Error control and reduction should take into account the need:

- To address the conditions and to reduce the stressors;
- To design plant and equipment in order to either prevent slips or lapses occurring or to increase the chances of detecting and correcting such errors;
- To ensure that arrangements for training are effective;
- To design jobs to avoid the need for tasks which involve complex decisions, diagnoses or calculations;
- To provide proper supervision;
- To check that job aids such as procedures are clear, concise, available, up-to-date and accepted;
- To monitor that the measures taken to reduce error are effective.

Question 16.

Breaking the rules is due to pressures from the job, such as: Time pressure, Insufficient staff for the workload, The right equipment not being available, these are examples of _____ violations.

Multiple Choice (HP)

Answer 1:	Situational
Response 1:	
Jump 1:	Next page
Answer 2:	Routine
Response 2:	
Jump 2:	This page
Answer 3:	Exceptional
Response 3:	
Jump 3:	This page

3.4 Effecting Cultural Change.

The most important factor affecting the culture is the ***commitment from the top of the company*** i.e. the directors. However, input from the workforce is the vital ingredient in making the culture real and workable. A positive health and safety culture needs the involvement of the

whole workforce just as a successful quality system does.

Managers, particularly senior managers, can give powerful messages to the workforce by what they do for health and safety. Employees soon get the negative message if directors disregard safety rules and ignore written policies to get urgent production to a customer or to avoid personal inconvenience. It is what they do that counts, not what they say.

No single department of an organisation can develop a positive health and safety culture on its own. There needs to be commitment from management and this may be shown in a variety of ways. It needs to have a formal aspect in terms of organisational structure, job descriptions and a health and safety policy. Most importantly, effective communication and ongoing training is essential.

The workforce must be in no doubt that safety measures put in place will be effective and followed, even when financial and performance targets may be affected.

Poor levels of supervision, health and safety information and training can be significant factors in reducing health and safety awareness and therefore affecting the culture.

3.4.1 Where do we start?

Assess what you have.

Each organisation will have a different climate or landscape depending on their unique combination of values, beliefs and policies and on the results of previous activities to improve safety. The levels correspond with the indicators of a positive safety culture. Identifying where you are on the scale will help you identify which areas require attention.

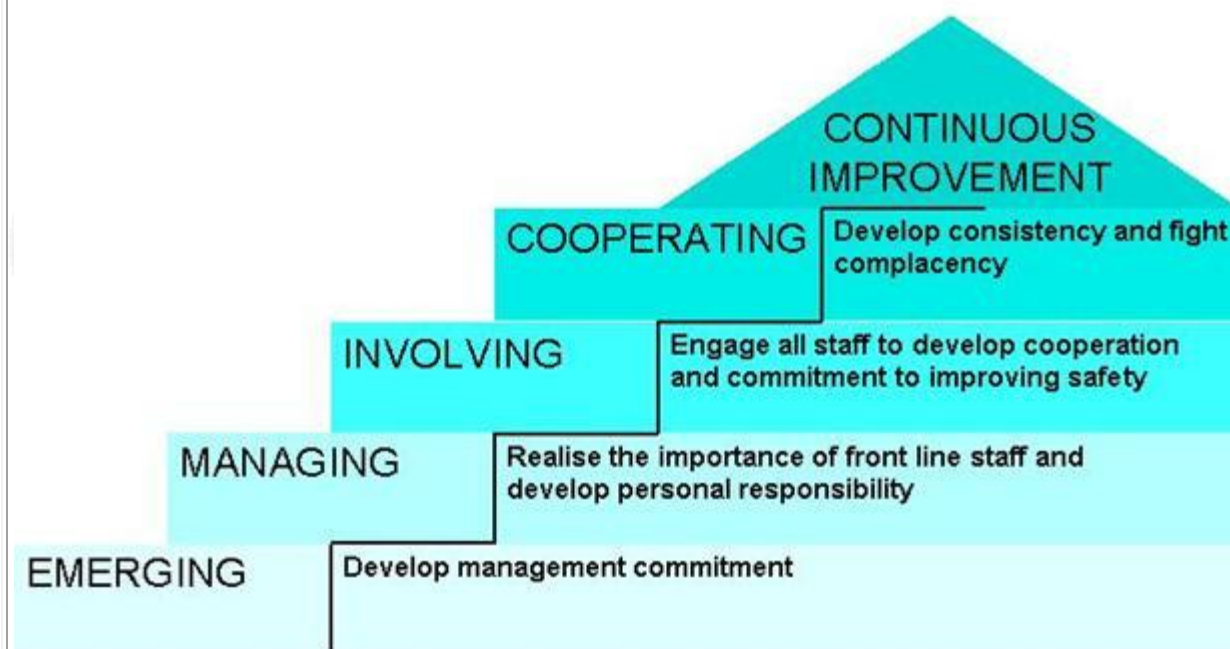


Figure 1.

Strong evidence of continuous improvement is a good indicator that the culture below the surface has embraced most or all of the levels of maturity. It is possible to have different levels of maturity in different parts of the organisation, which means that any assessment should cover

the whole organisation and not just safety-critical functions.

The first control needed is the **Safety Policy**. From that, the workplace needs control with good systems of work and [sound](#) communication so that trust can be built up with such things as no-blame cultures and confidential report systems. Then staff can report failures and breaches without suspicion. Finally, the management and staff must work together to maintain an attitude of co-operation and a willingness to look at every identified failing (or incident) and seek constant improvement in what they do for safety. This may spin off into other areas of the organisation resulting in improved productivity, better union relations, less time off on sick, lower stress levels and a happier workforce. In the end, safety can make the difference to a large number of other fields.

The following *five-point scale* is sometimes used to describe the progress of companies from the primitive Emerging to the advanced Continuing. Improving organisations have achieved a good safety culture and are maintaining it. This scale of maturity can go in both directions and there are many cases where organisations have slipped back especially following industrial unrest or other situations that have resulted in a loss of trust between key players.

3.4.2 Level One: Emerging.

Safety is defined in terms of technical and procedural solutions and compliance with regulations. Safety is not seen as a key business risk and the safety department is perceived to have primary responsibility for safety. Many accidents are seen as unavoidable and as part of the job. Most front-line staff are uninterested in safety and may only use safety as the basis for other arguments, such as changes in shift systems.

3.4.3 Level Two: Managing.

The organisation's **accident rate** is average for its industrial sector but they tend to have more serious accidents than average. Safety is seen as a business risk and management time and effort is put into accident prevention. Safety is solely defined in terms of adherence to rules, procedures and engineering controls. Accidents are seen as preventable. Managers perceive that the majority of accidents are solely caused by the unsafe behaviour of front-line staff. Safety performance is measured in terms of lagging indicators such as **lost time injuries (LTI)** and safety incentives are based on reduced LTI rates. Senior managers are reactive in their involvement in health and safety (i.e. they use punishment when [accident rates](#) increase).

3.4.4 Level Three: Involving.

Accident rates are relatively low, but they have reached a *plateau*. The organisation is convinced that the involvement of front-line employees in health and safety is critical if future improvements are going to be achieved. Managers recognise that a wide range of factors cause accidents and the root causes often originate from management decisions. A significant proportion of front-line employees are willing to work with management to improve health and safety. The majority of staff accept personal responsibility for their own health and safety. **Safety performance** is actively monitored and the data is used effectively.

3.4.5 Level Four: Cooperating.

The majority of staff in the organisation are convinced that health and safety is important from both a *moral* and *economic* point of view. Managers and front-line staff recognise that a wide range of factors cause accidents and the *root causes* are likely to come back to management decisions. Front-line staff accept personal responsibility for their own health and safety and that of others. The importance of all employees feeling valued and being treated fairly is recognised. The organisation puts significant effort into **proactive measures** to prevent accidents. Safety performance is actively monitored using all data available. Non-work accidents are also monitored and a healthy lifestyle is promoted.

3.4.6 Level Five: Continuous Improvement

The prevention of all injuries or harm to employees (both at work and at home) is a core company value. The organisation has had a sustained period (years) without a recordable accident or high potential incident, but there is no feeling of complacency. They live with the paranoia that their next accident is just around the corner. The organisation uses a range of indicators to monitor performance but it is not performance-driven, as it has confidence in its safety processes. The organisation is constantly striving to be better and find better ways of improving [hazard](#) control mechanisms. All employees share the belief that health and safety is a critical aspect of their job and accept that the prevention of non-work injuries is important. The company invests considerable effort in promoting health and safety at home.

3.4.7 Effective Communication Within the Organisation.

What is communication?

It is a process whereby one person makes his/her ideas, feelings and knowledge known to others. It is therefore a two-way process involving both the communicator and the receiver of the message.

A communicator must first know with whom he is communicating.

Their target may be:

- (a) Upward to Management.
- (b) Laterally to colleagues.
- (c) Downward to the workforce.
- (d) Outside to external agencies, e.g. the Health and Safety Executive.
- (e) Young people with no work experience.
- (f) People on compulsory training, such as long-term unemployed.

Secondly, they must be clear as to what is the message or the effect they wish to produce. Having decided upon a specific target, the communicator now has to adopt the procedures which suit and satisfy the needs of this individual or group.

Three main methods of communication exist:

- (a) Oral.
- (b) Written.
- (c) Non-verbal.

In the instance of a presentation, the chosen method is usually oral, but can be supplemented with written material such as memos.

You can also gauge your audience's attention by their non-verbal communication through body

language, the same way that you will also be using non-verbal communication, which will influence your audience's learning.

3.4.8 Barriers to Communicating.

Lets consider the potential barriers to communicating.

The communicator.

- Trying to communicate at the wrong level.
- Making assumptions as to people's understanding.
- Lack of authority.
- Poor verbal skills.
- Poor written skills.
- Lack of enthusiasm.
- Personality clashes.
- Inappropriate messages.

The receiver.

- Health problems - e.g. poor eyesight, poor hearing.
- Language difficulties.
- Reading difficulties.
- Learning difficulties.
- Lack of interest.
- Distraction.
- Boredom.
- Misunderstanding.
- Failing to ask when not sure.

Barriers can be overcome by:

- Avoiding negativity.
- Being positive and enthusiastic.
- Making communication 'two-way'.
- Using attention-getting techniques.
- Ensure correct exposure.
- Ensure comprehension through feedback, testing etc.
- Making messages clear and understandable.
- Making messages credible and achievable.

Question 17.

Poor written skills is a potential barrier from the..

Multiple Choice (HP)

Answer 1: Communicator

Response 1:

Jump 1: Next page

Answer 2: Receiver

Response 2:	
Jump 2:	This page

3.4.9 Presenting Information Via Posters, Videos, Flyers.

Graphic communication is done by the use of drawings, photographs, videos, posters, leaflets and signs. It is used either to impart information relating to health and safety such as Fire Exits, etc. or important messages on aspects of health and safety. The most common forms are posters or videos.

All can be used effectively as a means of communication as they are usually short and to the point and can impart important messages. Their limitations lie in the fact that they quickly become out of date, and in the case of leaflets and posters on notice-boards for example, become largely ignored.

Think about your work place.

What health and safety information available and in what formats?

If you are struggling to recall the information, then the message is either not getting through or isn't there at all!

3.4.10 Posters.

Posters.

Advantages:

- They are cheap to produce in-house or can be purchased relatively easily and are easy to display on a notice board.
- They can be changed on a regular basis.
- They cause minimal disturbance to the area.
- They can transmit a message to the work-force that management care and are interested in the well-being and safety of the workforce.

Disadvantages:

- They are open to abuse, e.g. from graffiti.
- They need updating regularly to maintain impact.
- Staff may see the posters as a soft option and token gesture by management.

3.4.11 Notices and Graphs.

Notices and Graphs.

Advantages:

- They can be produced in-house and can be made to look professional with today's computer technology.
- They are cheap to produce.
- They can be changed on a regular basis.

Disadvantages:

- Loss of impact if left up too long.
- Lost in the notice board jumble.
- May not be appropriate for all due to academic ability.
- As with posters, notices and graphs are subject to graffiti.

3.4.12 Leaflets and Flyers.**Leaflets and Flyers.****Advantages:**

- Are easy to produce and distribute.
- Can be put together and updated very quickly.
- Are cheap.

Disadvantages:

- May not get read.
- Will get thrown away if they don't appeal.
- May arrive with other material of more interest and be thrown away.

3.4.13 Safety Competitions.**Safety Competitions.****Advantages:**

- They generate interest, are interactive and encourage a competitive spirit.
- The competition can be designed and set up in-house, making it more cost-effective.
- Some board games are available and relatively cheap to purchase.

Disadvantages:

- It may be difficult to allocate sufficient time for participants to take part.
- Difficulty is sometimes experienced in obtaining management commitment because they see a competition as being time-consuming and wasteful.
- They can be difficult to promote if the safety climate is poor.

3.4.14 Videos.**Videos.****Advantages:**

- Use a format which most people enjoy (i.e. television).
- Can cover a lot of ground in a short space of time.
- Can have impact, large projection and sound.

- Can be set up and the audience left to view them.
- Can be viewed by a larger number of employees in one sitting.

Disadvantages:

- Some videos are very expensive.
- May not get to the point or spend too much time on irrelevant information.
- A poor video will be so specific to a particular work environment that its relevance to another place of work may be hard to understand.
- Use of the same actors can be a turn off to the audience.
- Videos go out of date very quickly and this will be picked up by the audience, leading to lack of interest and attention.

Question 18.

Presentations which can have an impact, large projection and sound would be from...

Multiple Choice (HP)

Answer 1: Videos

Response 1:

Jump 1: Next page

Answer 2: Notices

Response 2:

Jump 2: This page

Answer 3: Competitions

Response 3:

Jump 3: This page

Answer 4: Posters

Response 4:

Jump 4: This page

3.4.15 Conveying the Right Message.

Many problems in health and safety arise due to **poor communication**. It is not just a problem between management and the workforce but an organisational problem generally.

Written communication can obviously take many forms from a simple memo to a detailed report, from a cartoon-type poster to highly emotive and graphic photographs.

All methods have their place and have their advantages and disadvantages depending on the safety climate within the organisation.

No one single method will determine success and, therefore, careful consideration should be given to the factors influencing or affecting the culture of health and safety.

You need to develop a health and safety strategy which incorporates the use of suitable means of communicating to the workforce and visitors to an organisation.

Things to consider before you start:

- What are the hazards that exist?
- What is the attitude of the employees to health and safety?
- What is management's attitude and commitment to health and safety?
- What level of health and safety training is currently provided?
- What is the [current](#) accident record?
- What budget is allocated to health and safety training and awareness?

Whatever methods are decided, consultation should take place with both management and staff about their needs and preferred learning styles.

3.4.16 Co-operation and Consultation with the Workforce.

The active involvement of the workforce is essential because they usually know what happens in practice and why. Experience suggests that their involvement can frequently lead to the discovery of more efficient and safer ways of doing things. Furthermore, their involvement allows them to see how their individual effort fits into the bigger picture of managing health and safety. This is of itself beneficial, as staff are more likely to see the health and safety benefits of following a particular procedure that they have been involved in developing. For the same reasons, safety systems produced solely by external consultants are often flawed.

Why is consultation important?

Consulting employees on health and safety matters can be very important in creating and maintaining a safe and healthy working environment. By consulting employees, an employer should motivate staff and make them aware of health and safety issues. Businesses can become more efficient and reduce the number of accidents and work-related illnesses.

By law, employers must consult all of their employees on health and safety matters. Some workers who are self-employed, for example for tax purposes, are classed as employed under health and safety law.

What does consultation on health and safety involve?

Consultation involves employers not only giving information to employees but also listening to and taking account of what employees say before they make any health and safety decisions.

If a decision involving work equipment, processes or organisation could affect the health and safety of employees, the employer must allow time to give the employees or their representatives information about what is proposed. The employer must also give the employees or their representatives the chance to express their views. Then the employer must take account of these views before they reach a decision.

3.4.17 Co-operation and Consultation with the Workforce Continued.

What should consultation be about?

Consultation with employees must be carried out on matters to do with their health and safety at work, including:

- Any change which may substantially affect their health and safety at work, for example in procedures, equipment or ways of working;
- The employer's arrangements for getting competent people to help him or her satisfy health and safety laws;
- The information that employees must be given on the likely risks and dangers arising from their work, measures to reduce or get rid of these risks and what they should do if

- They have to deal with a risk or danger;
- The planning of health and safety training; and
- The health and safety consequences of introducing new technology.

How should consultation take place?

The Safety Representatives and Safety Committees Regulations (SRSCR) 1977 If an employer recognises a trade union and that trade union has appointed, or is about to appoint, safety representatives under the SRSCR 1977, then the employer must consult those safety representatives on matters affecting the group or groups of employees they represent. Members of these groups of employees may include people who are not members of that trade union.

The Health and Safety (Consultation with Employees) Regulations (HSCER) 1996 Any employees not in groups covered by trade union safety representatives must be consulted by their employers under the HSCER 1996. The employer can choose to consult them directly or through elected representatives.

If the employer consults employees directly, he or she can choose whichever method suits everyone best. If the employer decides to consult his or her employees through an elected representative, then employees have to elect one or more people to represent them.

The employer must set up a safety committee if two or more trade union safety representatives ask for one.

The separate HSCER 1996 gives elected representatives of employee safety the following roles:

- To take up with employers concerns about possible risks and dangerous events in the workplace that may affect the employees they represent.
- To take up with employers general matters affecting the health and safety of the employees they represent.
- To represent the employees who elected them in consultations with health and safety inspectors.

3.4.18 Training.

Humans cause the most risk, so having made the place of work and the method of work safe, management is still faced with the dangers created by people. Most accidents are due to human failings, both individual and collective. In order to meet the objective of making significant inroads into accident prevention, it is essential to take every endeavour to make people aware of their responsibilities for safety through education and training.

Firstly, we need to make a clear distinction between education and training:

- By education, we mean increasing people's general awareness and knowledge of everything associated with their work.
- Training implies the development of the skills necessary for the efficient performance of specific tasks or types of work.
- Safety education and training should be related to the work being done and should be presented in a manner that will stimulate thought.

Education for safety should be an integral part of the safety training programme.

It is primarily concerned with the objective of developing the right attitudes to safety, in particular:

- Understanding why safety is important;
- Awareness of the sources of danger;
- Awareness of potential hazards;
- Understanding one's responsibility towards fellow workers;
- Understanding the dangers of horseplay and practical jokes;
- Knowing the safety rules and why they exist.

The training programme should be designed to meet the needs of all levels of personnel within the organisation and should be carefully planned and implemented with the aim of helping to achieve the objectives of the company safety policy.

3.4.19 Training at Different Levels within the Company.

- **New Entrants.**
- **Line Management and Supervisors.**
- **Safety Practitioners.**
- **Safety Representatives.**

New Entrants.

All new employees need careful induction into safe working methods within the firm. This is particularly important where they have previously worked with another company or in a different work situation or are starting work for the first time.

Line Management and Supervisors.

Although safety attitudes start at the top, the ultimate effectiveness of a company's safety programme will largely depend upon the effectiveness of its front line - the supervisory staff, including foremen and charge-hands. Because they are on the spot all the time, they are in a position to know the hazards of their section and the merits of individual workers. This means that they can exercise direct control and can assess whether the principles and practices taught during training are carried out on the shop floor.

Because of this key role of supervisors, in many modern industrial firms considerable emphasis is placed on their training, particularly their teaching safe practices to newcomers.

Interest within the company can be maintained by holding periodic discussion groups for supervisory staff where the responsibilities of instructors, foremen, charge-hands and other staff in charge of work can be underlined, and where case studies can be made of accidents which have occurred, or could occur, in the plant.

Supervisors should also be fully acquainted with the procedure to adopt when dealing with accidents, including an assessment of the cause so that appropriate remedial action may be taken. Instruction given to supervisors may include courses in first-aid, elementary fire extinction methods, fire prevention and the proper course of action to take in the event of a fire.

Managers can often be trained by means of a written paper which explains the implications of new regulations in terms of their duties.

Safety Practitioners.

In the UK , there are three main professional organisations responsible for training Safety Practitioners:

- The Institution of Occupational Safety and Health ([IOSH](#)).
- The British Safety Council.
- The Royal Society for the Prevention of Accidents (RoSPA).

Generally, the training of safety personnel has to ensure that the relevant knowledge

and expertise is available within the firm and includes instruction in the following topics:

- Statutory requirements.
- Methods of self-inspection such as safety audits and hazard-spotting, etc.
- Accident prevention techniques.
- Specific hazards associated with the work of the firm.
- How to deal with emergency situations.
- How to instruct or teach others.

Obviously, the theory must be complemented by sound practical experience in a work environment. The HSE has issued guidance related to this subject and it is hoped the [EU](#) will initiate harmonisation of standards on safety training within member states.

Safety Representatives.

To conclude this section on safety training at different levels of the company, mention must be made of the *Safety Representatives*. The TUC has a training programme, and instruction is given on the operation of the **Health and Safety at Work Act 1974** and other related legislation.

For non-trade union Safety Representatives, it would be up to the employer to train his own staff. Those people who are to carry out the risk assessments, accident investigations and deal with legislation must also be trained.

Question 19.

The three main professional organisations responsible for training Safety Practitioners are (1) The Institution of Occupational Safety and Health (IOSH) (2) The British Safety Council (3) The Royal Society for the Prevention of Accidents (RoSPA).

True/False

Answer 1:	True
Response 1:	
Jump 1:	Next page
Answer 2:	False
Response 2:	
Jump 2:	This page

3.4.20 Training Methods.

Changing Behaviour and Attitudes.

Safety training is not the same as teaching an academic subject. It is not simply a matter of providing information, but involves changing mental attitudes. Bringing about such a change is difficult; "*you can't teach an old dog new tricks*", as the saying goes, but it is by no means impossible.

Safety cannot be divorced from the particular jobs or tasks to be performed. Methods of safe working must be incorporated in the practical instruction given to the trainee. The most efficient way of doing a job is the safe way, and if safe methods of work are encouraged, there will be other benefits. Thus, in workshop practice the correct use of hand tools must be encouraged and explained. Cutting tools with blunt edges must not be used, hammers should have tight-fitting handles and wood chisels should not be used as screwdrivers. Such knowledge and un-

derstanding will enable the worker not only to produce a satisfactory product, but also to remain accident and injury free.

If the workforce is regularly brought into contact with safe procedures and safe equipment as part of everyday working experience, individual members will become used to - and accept - safety through familiarity and habit. Eventually, such a safety philosophy will become pervasive, and experienced workers and supervisors will automatically set a safe example.

Organisational Psychology.

Before we turn to some of the techniques of training, we must consider how people learn. Learning generally implies some change in behaviour brought about by our experience of the environment. Experiences impinge upon our senses and it follows that the greater the number of senses we can use in a particular learning situation, the greater the impact and the easier will be the learning process.

Most psychologists agree that there is about 30% more comprehension and 50% more retention when multi-sensory channels of communication are used. Just try to describe, for example, how a [fire extinguisher](#) works by voice alone and see how you get on. Such a task is almost impossible unless you have an extinguisher with which to demonstrate.

In such circumstances, group participation can involve all five senses:

- They can see it operate.
- They can hear it operate, (very important with noisy extinguishers, such as CO₂).
- They can touch and examine it.
- They might even experience sensations of taste and smell, particularly when operating dry powder or vapourising liquid extinguishers.

Do not forget that some hazardous substances, such as chlorine or hydrogen sulphide, are easily detectable by smell alone at very low concentrations.

3.4.21 Preparation and Presentation of a Training Session.

It is frequently the task of safety personnel to give a presentation on Health and Safety matters, possibly as part of induction training, continuation training or a presentation to managers. Talking to any group for the first time or on a new topic can be a daunting experience. To overcome this fear, two points should be borne in mind: firstly, usually you have a greater knowledge of the subject than anyone else and secondly, you have planned your presentation.

It is **NOT** the aim of the NEBOSH International certificate course to turn candidates in to dynamic health & safety trainers by the end of this course, **HOWEVER** an appreciation as to what may be required as a trainer is highlighted within the remainder of this section.

The statement below is written by one of our trainers. This demonstrates the role, the opportunities and potential pitfalls.

Some time ago I worked in a Further Education College, delivering basic health and safety training and inductions to New Deal Students.

Whilst most of the students understood the need for the induction process, a few students thought the induction was something which was simply getting in the way of them starting with their chosen subject and they could be reluctant to participate.

Delivering training to reluctant students can be challenging and they need to be engaged from the outset.

Unfortunately, on one occasion the caretaker told me that the usual venue for the induction had changed at the last moment. As the newly-allocated room was within the main college campus, and these inductions took place every week, I wrongly assumed that the room would be set out for me by the caretaker (as that was their job), and that I would be able to use the

overhead projector, which I always did.

On arrival at the room, only minutes before my students, I discovered that it was not prepared and there was no facility for using overhead projectors. I had to ask the students to help me get the room into the format I required and instead of an interesting and colourful PowerPoint presentation I had to talk and chalk using a whiteboard.

The students were very restless and I was immediately behind schedule.

The moral of this story is to check you have everything in place before your students arrive and have a contingency plan if equipment should fail.

Remember that if you have to rely on someone else to prepare the room ready for you, make sure they know your exact requirements and ensure you allow yourself enough time ahead of your students to check everything is in place.

Hopefully your students will want to learn and will be receptive to your subject matter, but don't allow lack of preparation to put you at a disadvantage.

Never become complacent. You only get one chance to make a first impression so make sure you get it right first time.

In the following section, you will start to understand the need for careful preparation in delivering presentations and training sessions. The guidelines given should give you confidence to get started and to gain confidence. As a trainer, presenter or teacher, you need to gain the attention of your audience. The following tips should help you achieve this, ultimately develop your own style and learn what works best for you and your students, never forgetting that no two groups of people will be the same.

Question 20.

True/False (HP)

Answer 1: True

Response 1:

Jump 1: Next page

Answer 2: False

Response 2:

Jump 2: This page

3.4.22 The Presentation is Yours.

The first time you meet your students in a formal training session can be rather daunting. It is quite normal to be nervous and in fact a degree of nerves means that the adrenalin is pumping and should ensure that you give a good performance. Of course, the key to making that good impression and delivering a quality training session is in the preparation.

You need to be able to convey to your students that you know what you are talking about and are in control. It is important to set the scene right from the start and capture your audience's attention. If you allow nerves to get the better of you, this may indicate to your students that you are not fully prepared and may give them the opportunity to take advantage of your visible discomfort.

It is important to remember that the majority of your students are there because they want to be and therefore come with an open mind and will want you to do well, to make the session enjoyable and to learn.

As part of your preparation, try to visualise yourself at the end of the training session looking onto a satisfied audience completing feedback sheets, stating how good the event has been and how much they have learnt and that they want to learn more.

This positive mental state is something you need to practice in order to apply it properly.

3.4.23 The Circumstances of the Presentation.

Whilst in an ideal world, you have your own training room established in your own suite of offices, the reality is usually very different. You will, no doubt, be required to travel to various locations to deliver your presentation and therefore *will not have 100% control* over the circumstances in which you will deliver the material.

The introduction to this section highlighted the circumstances when things can go wrong and the situation in which you could find yourself if you do not consider all the angles and prepare.

It cannot be emphasised enough that in order to minimise disruption and to achieve your goal, you must plan ahead for possible eventualities. Wherever possible, visit the site where you will deliver your presentation and check out the facilities available to you. Make sure you include presentation equipment, lighting and any other facilities you may require. Also, ensure you time how long it will take you to get there, allowing for traffic at peak times and time to find suitable parking facilities if not at the designated site.

3.4.24 Planning the Presentation.

You will by now have made your mental list of what is essential for you to achieve your goal. By ***planning ahead*** and visualising the situation, you will be able to make a list of the reality against your ideal situation. From that point, you will be able to make alterations which may be required to the delivery of your presentation, always bearing in mind your original aims and objectives.

If you have to deviate too far from your original goal, ask yourself if it is possible to achieve what you set out to achieve or does it mean you have to go back to the drawing board? The following information, although not exhaustive, will give you food for thought about what you need to consider for any presentation or training session.

This is the link between your ideal circumstances and the reality of the given circumstances

You will be extremely fortunate if the two sets of circumstances match without the need for alteration.

Once you have made adjustments to the two lists, you will no doubt arrive somewhere at the mid-point between the ideal situation and reality.

You can now define your final objective and are ready to go on to plan the presentation itself.

3.4.25 Deciding What You Want To Say.

There are many different methods you can adopt in the way you plan your final presentation. From simple thought bubbles on a blank sheet of paper to lists and the more formal lesson plans. You will no doubt develop your own style when preparing your presentation and adapt it to what you find works best for you.

A good start is to commit your thoughts to paper before you consider other media such as Overhead Projector slides, Power Point or writing up cue cards.

Take a piece of A4 or the larger A3 paper, and place it landscape so you are looking at the

widest angle. Ideally, you will want to plan the start, middle and end of your presentation.

Draw a line horizontally across the centre of the paper and then you can use this to mark off the various parts to your presentation and you can picture the presentation as a whole.

You will still have plenty of room on the paper to put notes relating to timings and equipment you may be going to use.

You may want to make the line a time line with the start and finish times of your presentation. You can then allocate appropriate timings for breaks and further on, times for individual topics. These need only be a rough guide at this stage and will alter when you start to work on your segments of the presentation and start to allocate timings to them.

Whilst you are at this initial stage, make sure you keep in mind your original aims and objectives of the presentation.

You will no doubt have already given some thought as to how you see the presentation going and will already have identified sub-headings in order to make sure the information is in manageable pieces in both time and content for your audience.

Your first draft.

Make a list of all the sub-headings and under each heading, write down the key points you want to cover. The amount of detail will vary for each individual and will depend on how well you know your subject. What is already committed to memory may require only one or two words to prompt you.

Alongside your list of key notes, you may want to refer to the media you are going to use. This may be a whiteboard, PowerPoint, OHP, handouts etc.

Make a note of what you have already prepared or that to which you have access. If further research or work is required, it may be a good idea to use a different-coloured pen or highlight this to draw your attention back to it for further work.

Once you have listed this information, you need to give some consideration to approximate timings for each part of the presentation. Further work will be required on this once you have determined how you are going to present this information.

At this stage, it is important that you highlight the elements of the presentation that it is essential to convey. You may have further additional information you can use to supplement the session on the day and it is important to note this but not to get bogged down with unnecessary detail at this stage.

Second draft.

Now you have all the information recorded, what you need to deliver and the style you are likely to adopt, it is necessary to arrange the information in a logical sequence which relates to your objective. This can often look like a jigsaw and may take several attempts before you have the definitive article.

Your final draft can only be confirmed when you have decided and committed the presentation to various media.

3.4.26 Deciding How To Say It.

Now you have planned what you want to say, you can now begin to organise your presentation in more detail and decide how you are going to say it.

As mentioned earlier in this unit, you need to give careful consideration to the way you communicate and think about the potential barriers to communicating.

Audience participation.

Your relationship with the audience is a key factor in your success. You need to start as you mean to go on and take control of the session. You should advise your audience of your role

and theirs.

- Are you there as a lecturer, teacher, advisor, informer or simply to entertain?
- Will you invite questions throughout the session, or do you want them to save the questions until the end?
- Do your audiences need to take notes or will you be providing comprehensive hand-outs?
- Will you have pre-prepared exercises for the audience to do either individually or in small groups?
- How will you sort the audience into groups?
- Where will you place the groups?
- Do you have break out rooms?
- Will you be asking the individual groups to feedback to the audience? If so will you select a spokesperson in advance for each group?
- Will you invite discussions and be open to spontaneity? Does your timetable allow for this and will you nominate a facilitator to keep track of the time?

All of this needs to be considered in your preparation and set out in your presentation notes to enable you to quickly refer and respond to your audience.

3.4.27 Integrating Your Plan.

So you are almost there.

The format of the overall presentation is nearly complete, so the next step is to decide how it is going to be held together.

Key things to consider.

Make sure you include an introduction. This tells the audience who you are, why you are there, what you are going to deliver over what time frame. Don't forget to include domestic arrangements: state where the toilets are, explain fire evacuation procedure and point out smoking arrangements and canteen/refreshment facilities.

Tell your audience what method your presentation will take, including use of audio-visual materials. Inform them of the need to take notes or if you are supplying handouts. State whether you are inviting questions as you go along, or if you want questions at the end.

State your aims and objectives.

If you are providing handouts, make sure you control the audience viewing. It can be distracting - if you hand out the written material ahead of your presentation - if your audience starts flicking through the pages ahead of you. You will have to determine at what time it is appropriate to distribute them and allow sufficient time for your audience to refer to them during the presentation.

Check your timing of the sessions, allowing for audience participation.

Consider the balance of the materials. You need to make the presentation stimulating to maintain the audience's attention. However, do not attempt to move from one medium to another just for the sake of variety; your presentation must flow.

When you reach your conclusion, remember to relate back to your aims and objectives and end on a positive and upbeat note.

3.4.28 Personal Approach.

To deliver a successful presentation you need to:

- Capture your audience's attention from the outset;
- State clearly the aims and objective of the presentation;
- Believe in your subject - be a sales person;
- Be clear about the timetable of the session;
- Check for understanding as you progress;
- Be open and friendly and encourage audience participation where appropriate;
- Treat everyone equally;
- Make allowances for the differing learning styles, speeds and abilities.

Finally, invite feedback from your audience so that you can learn what works and what may need developing. Written feedback forms are the preferred medium for most presenters. Make sure you include this in your preparation.

3.4.29 When to Train.

When to train.

Capitalisation on the opportunities and need for training provision include:

- Induction training for new employees.
- Job changes.
- Process changes.
- The introduction of new legislation.
- The introduction of new technology.

3.5 Emergency procedures and the arrangements for contacting emergency services.

A major incident or emergency could happen with or without warning. It could have a far-reaching impact in terms of causing or threatening death or injury, damage to property or to the environment, or disruption to the community and because of the scale of its effects cannot be dealt with by the emergency services and local authorities as part of their day-to-day responsibilities.

Examples of major incidents or emergencies fall into four broad categories:

- 1. Natural (e.g. flooding, severe weather, human/animal infectious disease outbreak).
- 2. Accidental, caused by human error or technical failure.
- 3. Planned (e.g. terrorist activity).
- 4. Disruption where, for some reason, essential services are not available for a significant period of time.

Why is an Emergency Plan Needed?

It is impossible to predict where or when a major incident or emergency will happen and what form it will take. We can, however, make sure that we are as prepared as possible to deal with the consequences of any potential major incident or emergency.

Planning Principles.

Employers should ensure that plans have been drawn up to take account of the following principles:

In the event of a major incident or emergency, the employer will play as full a part as possible in the inter-agency response.

Responsibility for particular aspects of the emergency response are delegated to individuals

within the company.

The employer must ensure that staff are adequately prepared, trained and appropriate plans are exercised on a regular basis.

Training and exercises, such as evacuation, should be undertaken on a regular basis as appropriate.

Emergency response arrangements will be sufficiently flexible enough to deal with a variety of incidents or emergencies.

Every person must find out what to do in case an emergency situation arises in the workplace or building in which he or she works.

Each person should determine, before any emergency occurs, the location of the telephones, the fire alarms, the emergency fire exits and the fire fighting equipment and the location of [first aid](#) materials in the area of the building where he or she normally works.

If appropriate, the whereabouts of other emergency equipment, such as [breathing apparatus](#) and emergency control valves and switches, etc. should also be known.

3.6 The requirement for, and effective provision of, first aid in the workplace.

Health and Safety (First-Aid at Work) Regulations (FAR) 1981.

The Health and Safety (First-Aid at Work) Regulations (FAR) 1981 sets out the legal requirements for first aid provision in the UK.

The first aid [Approved Code of Practice](#).

"Over the years, the successive ACoPs which support the **1981 Regulations** have become less prescriptive in their guidance, with the employer now determining their own first aid needs.

This reflects HSE's view that it is far better for employers to make this assessment themselves based on helpful advice on what to consider, than for the HSE to prescribe a level of provision which may not be appropriate to all situations."

HSE press release.

The employer's first aid needs will always include an appointed person and a first aid box and may include a qualified [first aider](#).

Appointed person.

An appointed person should always be available when people are working on the site and it follows that there may need to be more than one such person.

The appointed person will take charge when someone is injured or falls ill, calling for medical assistance and giving any limited first aid for which they are trained.

Another responsibility will be to ensure that first aid equipment (boxes, stretchers, eye-wash stations etc.) are in position, clean, fully stocked, signposted and so on.

3.6.1 First Aiders and Equipment.

Qualified first aider.

Someone who has successfully undertaken an HSE-approved training course and holds a current first aid at work certificate. Such a person can undertake the duties of an appointed person.

It is the responsibility of the employer to decide how many first aiders are required; we will provide some examples below.

First aid equipment.

Stretchers, eye wash jets, emergency showers and so on may be required in industrial working environments such as foundries, chemical process plants and so on.

First aid boxes will need to be provided in all workplaces, clearly marked (white cross on green) and signposted. First aid boxes should be kept clean and be used exclusively for first aid material and nothing else.

Typically, the first aid box might contain:

- Information leaflet (phone numbers of first aiders and appointed persons, contents of the first aid box, and so on).
- Individually-wrapped sterile dressings and sterile eye pads.
- Individually-wrapped triangular bandages.
- Medium-sized unmedicated wound dressings.
- Disposable gloves.
- Adhesive tape.

Additional items might include: disposable aprons, blankets etc. and in situations where mains tap water is not available, sterile water or sterile normal saline in sealed disposable containers may need to be provided.

First aid room(s).

The first aid assessment may identify the need for first aid room(s) particularly, of course, in larger organisations. Such rooms should be exclusively used for first aid (not doubling as extra storage/broom cupboard/pool table room).

3.6.2 Health and Safety (First Aid) Regulations 1981.

The [ACoP](#) sets out guidance:

- Clearly signposted.
- Clean.
- Dry.
- Containing suitable facilities and equipment stretchers, wheelchairs, phone and so on.
- Maintained by a suitably qualified person.
- Informing employees of first aid facilities.

The 1981 Regulations require that employees are fully aware of the first aid facilities which are provided in their place of work.

It follows that such information should form a part of the induction training offered to new employees, emphasising the courses of action that workers should follow in the event of injury or illness befalling one of their colleagues, or themselves.

It is a good idea, from time to time, to refresh workers' awareness of first aid facilities, particularly if significant changes have been made.

The relevant regulations are the Health and Safety (First Aid) Regulations 1981, 2nd edition published October 1999.

The Number of First Aiders required.

In any company, the number and type of first aid personnel would be based on an assessment.

In assessing need, employers need to consider:

- Workplace hazards and risks;
- The size of the organisation;
- The organisation's history of accidents;
- The nature and distribution of the workforce;
- The remoteness of the site from emergency medical services;

- The needs of travelling, remote and lone workers;
- Employees working on shared or multi-occupied sites;
- Annual leave and other absences of first aiders and appointed persons.

Whilst the regulations do not give specific personnel numbers, the guidance does give suggested numbers of first aid personnel.

Note that the hazard categories have been reduced from three to two and are defined as:

- **Low Hazard.**
 - e.g. offices, shops and libraries.
- **Higher Hazard.**
 - e.g. [light](#) engineering and assembly work, food processing, warehousing, extensive work with machinery or sharp instruments, construction work, chemical manufacture.

Several other factors should also be considered when deciding on the number of first-aid personnel required.

- Inexperienced workers or worker with disabilities.
- Employees who travel a lot, work remotely or work alone.
- Employees who work shifts or out of hours.
- Premises spread out across buildings and floors.
- Workplace remote from emergency medical services.
- Employees working at sites occupied by other employers.
- Planned and unplanned absences of first aiders.
- Members of the public visiting workplaces.
- **Low hazard.**
 - Fewer than 25 employees.
 - At least one appointed person.
 - 25-50 employees.
 - At least one first aider trained in emergency first aid at work (EFAW).
 - More than 50 employees.
 - At least one first aider trained in First Aid at Work (FAW) for every hundred employees or fraction thereof.
- **Higher hazard.**
 - Fewer than 5 employees.
 - At least one appointed person.
 - 5-50 employees.
 - At least one first aider trained in EFAW or FAW depending on the type of injuries that might occur.
 - More than 50 employees.
 - At least one first aider trained in FAW for every fifty employees or fraction thereof.

What is FAW and EFAW?

As part of the second edition of the Health and Safety (First Aid) Regulations 2009, the following first aid courses were introduced.

Content of a first aid at work course (FAW).

On completion of training, successful candidates should be able to:

- (a) Provide emergency first aid at work (see Appendix 5);

- **(b) Administer first aid to a casualty with:**
 - (i) Injuries to bones, muscles and joints, including suspected spinal injuries;
 - (ii) Chest injuries;
 - (iii) Burns and scalds;
 - (iv) Eye injuries;
 - (v) Sudden poisoning;
 - (vi) Anaphylactic shock;
- (c) Recognise the presence of major illness and provide appropriate first aid.

Content of an emergency first aid at work course (EFAW).

On completion of training, successful candidates should be able to:

- **(a) Understand the role of the first-aider including reference to:**
 - (i) The importance of preventing cross-infection;
 - (ii) The need for recording incidents and actions;
 - (iii) Use of available equipment;
- (b) Assess the situation and circumstances in order to act safely, promptly and effectively in an emergency;
- (c) Administer first aid to a casualty who is unconscious (including seizure);
- (d) Administer cardiopulmonary resuscitation;
- (e) Administer first aid to a casualty who is choking;
- (f) Administer first aid to a casualty who is wounded and bleeding;
- (g) Administer first aid to a casualty who is suffering from shock;
- (h) Provide appropriate first aid for minor injuries.

3.6.3 Summary.

This summary section will now refer you back to the learning outcomes and provide a summary of the main points.

Describe the concept of health and safety culture and its significance in the management of health and safety in an organisation;

HSG65 defines culture as:

"The safety culture of an organisation is the product of individual and group values, attitudes, perceptions, competencies and patterns of behaviour that determine the commitment to, and style and proficiency of, an organisation's health and safety management.

Organisations with a positive safety culture are characterised by communications founded on mutual trust, by shared perceptions of the importance of safety and by confidence in the efficacy of preventive measures."

There are many results and benefits from a safety culture for both the organisation and employees:

- The organisation will have a good reputation;
- Direct and indirect costs of accidents as well as overall operating costs are reduced.
- Job security, job satisfaction, personal well-being are enhanced.
- Production schedules and delivery times are improved.
- Worker compensation costs are reduced.
- Profit margins increase when accident costs go down.
- The potential for legal costs is reduced.
- Workers support one another.
- Commitment to safety is clearly shown.

- Assess the effectiveness of an organisation's health and safety culture by use of relevant climate indicators;
- Adversarial relationships vertically or horizontally within the organisation.
- Workers are blamed for problems.
- Emergence of strong subcultures.
- Emergent plant component failures.
- Employees are afraid to raise concerns for fear of retribution.
- Employees are afraid to report accidents or injuries.
- Excessive forced overtime.
- Employee injuries.
- Excessive sickness absence.
- Deviating from procedures or regulatory requirements.
- High turnover of staff.
- Lack of commitment to process safety.
- Lack of consistency in handling tasks.
- Lack of consistency in worker attitudes about which issues are important.
- Lack of ownership for problems.
- Lack of preventive maintenance.
- Lack of teamwork.
- Low buy-in to corporate goals and objectives.
- Low morale of line employees.
- Little or no communication.
- Little or no forward-thinking in daily activities.
- Maintenance backlogs become excessive.
- Management "hides" behind the chain of command.
- Over-emphasis on behavioural safety.
- Poor housekeeping.
- Procedures that do not work as written.
- Promotion of employees that do not lead by example.
- Reaching production goals are more important than managing risk.
- Top-management are unaware of the "real" condition of the plant and employees.
- Recognise the factors that could lead to a deterioration in health and safety culture;

Internal Influences.

- Degree of Commitment to safety from the Management.
- Production and service Demands on the organisation.
- The Promotion of Standards for safety
- Level of Competence in the workforce (and management).
- Employee Representation (Union or otherwise).
- How effective the Communication is in the organisation.
- The level of safety Training.

External Influences

- Society's expectations of the organisation.
- Legislation and Enforcement of legal requirements
- Insurance companies' demands.
- Shareholder demands.
- Trade Unions and Associations
- Commercial Stakeholders (e.g. suppliers and banks).
- Economics (especially the supply of money and labour).
- Advise on methods for improving the health and safety culture of an organisation;
 - Commitment.
 - Communication.

- Consultation.
- Co-operation.
- Training.
- Outline the internal and external influences on an organisation's health and safety standards.
 - legislation.
 - insurance companies.
 - enforcement bodies.
 - trade unions.
 - society.
 - safety representatives.

3.6.4 Example past exam questions.

In order to assist you with your exams and to get a better idea of what types of questions may arise concerning this lesson, please see below some example past questions based around the content.

- **Outline** the benefits to an organisation of having a Health and Safety committee.
- **Outline** the reasons why a Health & Safety committee may prove to be ineffective in practice.
- **Identify** a range of methods that an employer can use to provide health and safety information directly to individual workers.
- **Outline** why it is important that all persons are aware of their roles and responsibilities for health and safety in an organisation.
- **List** the factors that could be considered when assessing the health and safety competence of a contractor.

Following a significant increase in accidents, a health and safety campaign is to be launched in an organisation to encourage safer working by employees;

- (i) **Outline** how the organisation might ensure that the nature of the campaign is effectively communicated to, and understood by employees.
- (ii) other than poor communication, **describe** organisational factors that could limit the effectiveness of the campaign.
- **Outline** reasons for maintaining good standards of health and safety within an organisation.
- **Outline** ways in which an organisation could encourage workers to be involved in setting and maintaining high standards of health and safety.
- **Give** the meaning of the term perception.
- **Outline** ways in which worker' perception of hazards in the workplace might be improved.
- **Outline** information that should be provided to employees during their induction.
- **Identify** those companies who have an external influence on an organisation.
- **Outline** 4 benefits and 4 limitations of using propaganda posters to communicate health and safety information to the workplace.

An independent [audit](#) of an organisation has concluded that employees have received insufficient health and safety training:

- (i) **Describe** factors to consider when developing an extensive and sufficient health and

safety training.

- (ii) **Outline** the various measures that might be used to assess the effectiveness of such training.
- (iii) **Give** 4 reasons why it is important for an employer to keep a record of the training provided to each worker.

Outline ways in which health and safety culture of an organisation might be improved.

(These questions are here just for reference so there are no answers provided)

SHEILDs